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organization of this catalog

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Within the report resumes, moreover, materials from the Office of Education and from each ERIC Clearinghouse have been arranged in exclusive groups that begin with the following ED numbers:

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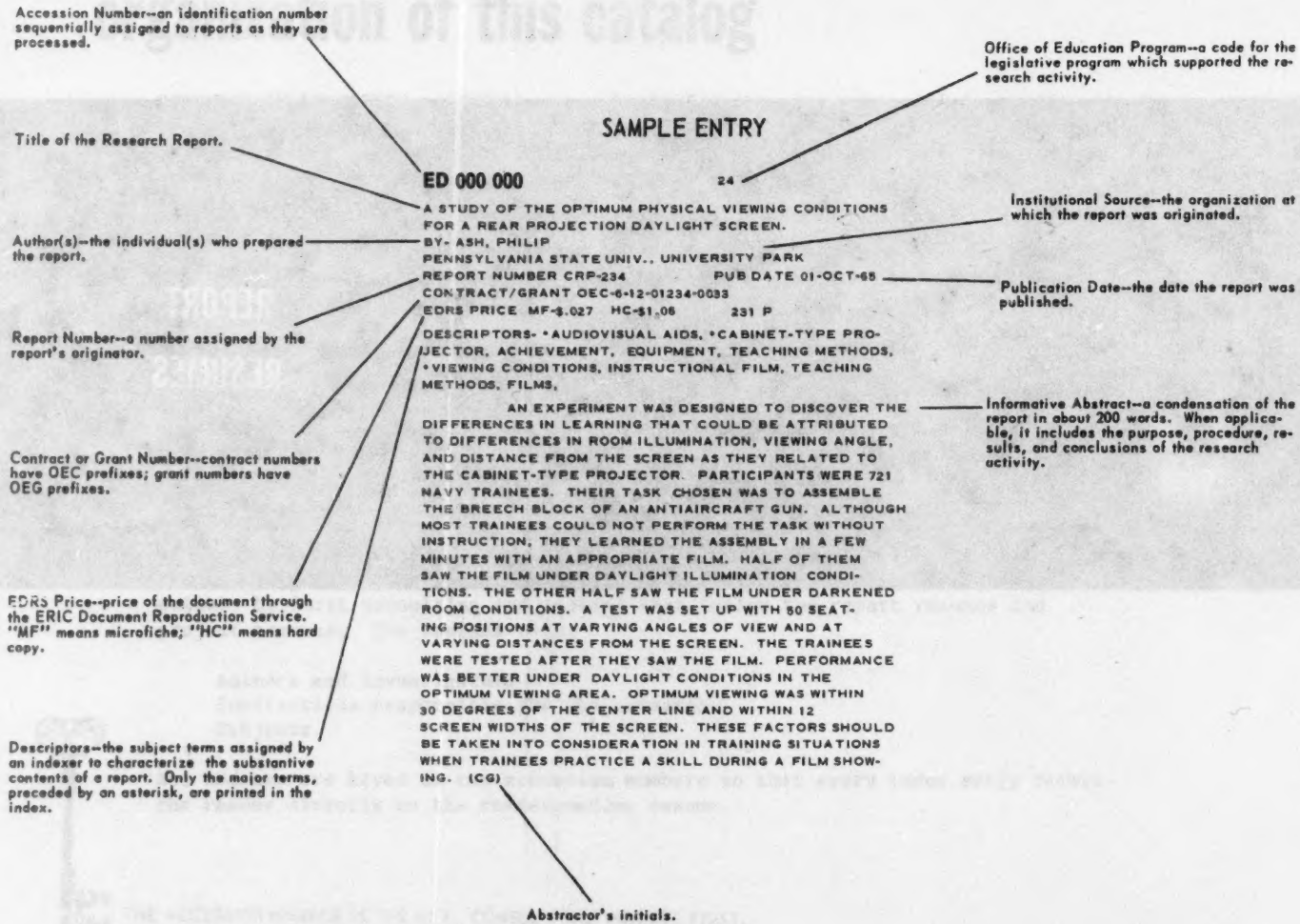
Authors and investigators
Institutions responsible for the research
Subjects

The indexes are keyed to the accession numbers so that every index entry refers the reader directly to the corresponding resume.

THE ACCESSION NUMBER IS THE KEY. CONSULT THE INDEXES FIRST.

REPORT
RESUMES



SAMPLE ENTRY

ED 000 000 24

A STUDY OF THE OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR PROJECTION DAYLIGHT SCREEN.

BY- ASH, PHILIP

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK

REPORT NUMBER CRP-234 PUB DATE 01-OCT-65

CONTRACT/GRANT OEC-6-12-01234-0033

EDRS PRICE MF-$.027 HC-$1.08 231 P

DESCRIPTORS- *AUDIOVISUAL AIDS, *CABINET-TYPE PROJECTOR, ACHIEVEMENT, EQUIPMENT, TEACHING METHODS, *VIEWING CONDITIONS, INSTRUCTIONAL FILM, TEACHING METHODS, FILMS,

AN EXPERIMENT WAS DESIGNED TO DISCOVER THE DIFFERENCES IN LEARNING THAT COULD BE ATTRIBUTED TO DIFFERENCES IN ROOM ILLUMINATION, VIEWING ANGLE, AND DISTANCE FROM THE SCREEN AS THEY RELATED TO THE CABINET-TYPE PROJECTOR. PARTICIPANTS WERE 721 NAVY TRAINEES. THEIR TASK CHOSEN WAS TO ASSEMBLE THE BREECH BLOCK OF AN ANTIAIRCRAFT GUN. ALTHOUGH MOST TRAINEES COULD NOT PERFORM THE TASK WITHOUT INSTRUCTION, THEY LEARNED THE ASSEMBLY IN A FEW MINUTES WITH AN APPROPRIATE FILM. HALF OF THEM SAW THE FILM UNDER DAYLIGHT ILLUMINATION CONDITIONS. THE OTHER HALF SAW THE FILM UNDER DARKENED ROOM CONDITIONS. A TEST WAS SET UP WITH 50 SEATING POSITIONS AT VARYING ANGLES OF VIEW AND AT VARYING DISTANCES FROM THE SCREEN. THE TRAINEES WERE TESTED AFTER THEY SAW THE FILM. PERFORMANCE WAS BETTER UNDER DAYLIGHT CONDITIONS IN THE OPTIMUM VIEWING AREA. OPTIMUM VIEWING WAS WITHIN 30 DEGREES OF THE CENTER LINE AND WITHIN 12 SCREEN WIDTHS OF THE SCREEN. THESE FACTORS SHOULD BE TAKEN INTO CONSIDERATION IN TRAINING SITUATIONS WHEN TRAINEES PRACTICE A SKILL DURING A FILM SHOWING. (CG)

ED 010 593 08

A STUDY OF POTENTIAL UTILIZATION OF RETIRING MILITARY PERSONNEL IN VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS. FINAL REPORT.

By- RICHLAND, MALCOLM ROSOVE, PERRY E.
SYSTEM DEVELOPMENT CORP., SANTA MONICA, CALIF.

REPORT NUMBER HRD-357 PUB DATE 10 FEB 67
REPORT NUMBER BR-5-0147
REPORT NUMBER TM-3302-000-01
CONTRACT OEC-6-85-033
EDRS PRICE MF-$0.27 HC-$5.84 146P.

DESCRIPTORS- *EMPLOYMENT POTENTIAL, *MANPOWER UTILIZATION, *TEACHER EMPLOYMENT, *TEACHER SUPPLY AND DEMAND, *VOCATIONAL EDUCATION, CALIFORNIA, JOB MARKET, SANTA MONICA, SURVEYS, TEACHER CERTIFICATION, TEACHER PLACEMENT, TEACHER RECRUITMENT,

THE TECHNICAL FEASIBILITY OF DEVELOPING A COMPUTER-ASSISTED SYSTEM FOR FITTING MILITARY RETIREES TO JOB VACANCIES IN VOCATIONAL EDUCATION PROGRAMS WAS INVESTIGATED. A SAMPLE OF RETIRING MILITARY PERSONNEL WHO HAVE OCCUPATIONAL AND INSTRUCTIONAL EXPERIENCE WERE SURVEYED TO EVALUATE THEIR POTENTIAL UTILIZATION IN VOCATIONAL EDUCATION PROGRAMS. MINIMUM STATE CERTIFICATION REQUIREMENTS FOR VOCATIONAL TEACHERS WERE DETERMINED, AND A COMPUTER-ASSISTED METHOD FOR FITTING OCCUPATIONAL AND INSTRUCTIONAL SKILLS OF SELECTED RETIRING MILITARY PERSONNEL TO AVAILABLE JOB OPPORTUNITIES WAS DEVELOPED. USING A DATA BASE COMPOSED OF THE PERSONAL HISTORIES OF 323 MILITARY RETIREES ACQUIRED BY QUESTIONNAIRES, THE INVESTIGATORS CONCLUDED THAT THERE WAS A NEED FOR VOCATIONAL EDUCATION TEACHERS, THAT MANY SUITABLE MILITARY RETIREES DESIRED TO FILL THIS NEED, AND THAT A COMPUTER-ASSISTED MATCHING OF RETIREES TO JOB VACANCIES IN VOCATIONAL EDUCATION WAS FEASIBLE. IN ADDITION, THE CONCLUSION WAS DRAWN THAT, DUE TO THE UNIQUE EDUCATIONAL AND OCCUPATIONAL REQUIREMENTS FOR FACULTY IN VOCATIONAL EDUCATION, THIS AREA SHOULD HAVE ITS OWN TEACHER PLACEMENT SYSTEM. (GD)

ED 010 594 24

PERSONAL-SOCIAL AND VOCATIONAL SCALE FOR THE MENTALLY RETARDED.

By- LEVINE, SAMUEL ELZEY, FREEMAN F.
SAN FRANCISCO STATE COLL., CALIF.

REPORT NUMBER CRP-1891 PUB DATE NOV 66
REPORT NUMBER BR-5-1056
EDRS PRICE MF-$0.09 HC-$1.84 46P.

DESCRIPTORS- *APTITUDE TESTS, *MEASUREMENT TECHNIQUES, *TEST CONSTRUCTION, *TRAINABLE MENTALLY HANDICAPPED, *VOCATIONAL EDUCATION, CALIFORNIA, EVALUATION METHODS, PERSONALITY ASSESSMENT, SAN FRANCISCO, SOCIAL ATTITUDES,

AN EVALUATION INSTRUMENT WAS DEVELOPED TO ASSESS THE PERSONAL-SOCIAL AND VOCATIONAL COMPETENCE OF DEPENDENT AND SEMIDEPENDENT MENTALLY RETARDED INDIVIDUALS IN A VOCATIONAL WORKSHOP SETTING. TWO PRETESTS WERE DEVELOPED, ADMINISTERED, EVALUATED, AND REFINED BEFORE THE FINAL FORM OF THE EVALUATION INSTRUMENT WAS CONSTRUCTED. FOLLOWING ANALYSES OF SUCH PRETEST SUBSCALES AS "MANUAL SKILLS," "COGNITIVE SKILLS," "DEPENDABILITY-RESPONSIBILITY," AND "SOCIAL-EMOTIONAL," 30 ITEMS WHICH HAD SHOWN APPROPRIATE STATISTICAL PROPERTIES IN THE PRETEST WERE USED FOR THE FINAL FORM OF THE SCALE. DATA ON THE RELIABILITY OF THE FINAL FORM OF THE SCALE WERE PRESENTED IN TABLES APPENDED TO THE REPORT. ODD-EVEN CORRELATIONS WERE COMPUTED FOR THE MALE, FEMALE, AND TOTAL SAMPLE WHICH INDICATED A HIGH DEGREE OF INTERNAL CONSISTENCY. A TEST-RETEST COEFFICIENT OF .85 INDICATED THAT THE SCALE COULD BE USED RELIABLY BY INDIVIDUALS WHO ARE FAMILIAR WITH AN ENROLLEE'S PERFORMANCE. (GD)

ED 010 595 24

AN EXPLORATORY STUDY OF THE RELATIONSHIP OF AUDITORY-VISUAL AND TACTUAL-VISUAL INTEGRATION TO INTELLIGENCE AND READING ACHIEVEMENT.

By- FORD, MARGUERITE P.
COLUMBIA UNIV., NEW YORK, TEACHERS COLLEGE

REPORT NUMBER BR-6-8055 PUB DATE JAN 67
CONTRACT OEC-6-10-320
EDRS PRICE MF-$0.09 HC-$0.92 23P.

DESCRIPTORS- *AUDITORY VISUAL TESTS, *COMPARATIVE ANALYSIS, *MEASUREMENT INSTRUMENTS, *TACTUAL VISUAL TESTS, *TASK PERFORMANCE, INTELLIGENCE LEVEL, NEW YORK, NEW YORK CITY, READING ACHIEVEMENT, VISUAL PERCEPTION,

THE RELATIONSHIP OF AUDITORY-VISUAL AND TACTUAL-VISUAL INTEGRATION TO INTELLIGENCE AND READING ACHIEVEMENT WAS INVESTIGATED. IN ADDITION, THE RELATIONSHIP OF THE TWO INTERSENSORY INTEGRATION TASKS TO EACH OTHER AND TO THE TYPE OF READING ERRORS MADE ON AN ORAL DIAGNOSTIC READING TEST WAS ALSO EXPLORED. THE SAMPLE WAS COMPOSED OF 121 WHITE FOURTH-GRADE BOYS DRAWN FROM A MIDDLE-CLASS SUBURBAN COMMUNITY. THE MEASURE OF TACTUAL-INTEGRATION REQUIRED THE MATCHING OF A GEOMETRIC SHAPE FELT, BUT NOT SEEN, TO ONE OF FOUR VISUAL CHOICES. THE MEASURE OF AUDITORY-VISUAL INTEGRATION REQUIRED SUBJECTS TO MATCH A RHYTHMIC AUDITORY PATTERN WITH ONE OF FOUR VISUAL DOT PATTERNS. THE TACTUAL-VISUAL TEST, AUDITORY-VISUAL TEST, AND THE GATES-MCKILLOP READING DIAGNOSTIC TEST WERE ADMINISTERED TO ALL SUBJECTS. SCORES ON THE HENMON-NELSON INTELLIGENCE TEST AND THE IOWA TESTS OF BASIC SKILLS WERE OBTAINED FROM SCHOOL RECORDS. ALL THE DATA WERE SUBJECTED TO A CORRELATED ANALYSIS. THE RESULTS OF THE STUDY INDICATED THAT AUDITORY-VISUAL INTEGRATION SKILLS WERE SIGNIFICANTLY RELATED TO INTELLIGENCE AND TO BOTH SILENT AND ORAL READING ABILITY, WHEREAS TACTUAL-VISUAL INTEGRATION SKILLS WERE NOT, THE FINDINGS IN THIS CASE DIFFERING MARKEDLY FROM THOSE OF BUCHNER (COLUMBIA UNIVERSITY, 1964). IT WAS RECOGNIZED THAT THESE RESULTS HELD ONLY FOR THE TYPES OF INTERSENSORY INTEGRATION TASKS EMPLOYED AND THAT GENERALIZATIONS TO OTHER TYPES OF INTERSENSORY TASKS COULD NOT BE MADE. (GD)

ED 010 596 08

ESTABLISHMENT OF A STATE VOCATIONAL STUDIES AND EXPERIMENTAL PROGRAMS COORDINATING UNIT.

By- NEUBAUER, G.W.
FLORIDA ST. DEPT. OF EDUCATION, TALLAHASSEE

REPORT NUMBER ERD-325 PUB DATE 30 NOV 66
REPORT NUMBER BR-5-0130
CONTRACT OEC-5-85-130
EDRS PRICE MF-$0.09 HC-$0.84 21P.

DESCRIPTORS- *DEVELOPMENTAL TASKS, *RESEARCH COORDINATING UNITS, *RESOURCE CENTERS, *STATE PROGRAMS, *VOCATIONAL EDUCATION, EDUCATIONAL PROBLEMS, EVALUATION, FLORIDA, INFORMATION DISSEMINATION, OCCUPATIONAL INFORMATION, PROGRAM DEVELOPMENT, RESEARCH PROJECTS, TALLAHASSEE,

A VOCATIONAL PROGRAM RESEARCH COORDINATING UNIT WAS DEVELOPED TO COORDINATE, ENCOURAGE, AND ASSIST IN THE PREPARATION OF STUDIES TO IMPROVE VOCATIONAL EDUCATION. INITIAL TASKS INVOLVED COMPILATION OF VOCATIONAL RESEARCH, IDENTIFICATION OF AVAILABLE RESOURCES, ASSISTANCE IN DEVELOPING ADDITIONAL RESOURCES, IDENTIFICATION OF PROBLEM AREAS, ENCOURAGEMENT OF RESEARCH IN PROBLEM AREAS, FIELD TESTS OF INNOVATIONS, AND EVALUATION AND DISSEMINATION OF RESULTS. THE UNIT SHOWED PROMISING DIRECTIONS FOR ACCOMPLISHING ITS RESEARCH COORDINATION FUNCTION. (GD)

ED 010 597 08

NATIONAL LEADERSHIP DEVELOPMENT SEMINAR FOR VOCATIONAL-TECHNICAL EDUCATION PERSONNEL HELD AT THE UNIVERSITY OF MISSOURI AT COLUMBIA, JULY 11-JULY 22, 1966.
BY- LONDON, H.H.
MISSOURI UNIV., COLUMBIA
REPORT NUMBER BR-6-2236 PUB DATE JUL 66
GRANT OEG-3-6-062236-0733
EDRS PRICE MF-$0.09 HC-$2.08 52P.

DESCRIPTORS- *EDUCATIONAL NEEDS, *LEADER PARTICIPATION, *PERSONNEL SELECTION, *SEMINARS, *VOCATIONAL EDUCATION, COLUMBIA, FOLLOWUP STUDIES, LEADERS GUIDES, MISSOURI, PERSISTENCE,

A NATIONAL LEADERSHIP DEVELOPMENT SEMINAR WAS HELD TO AID IN RECRUITING, TRAINING, AND RETAINING QUALIFIED PERSONNEL IN VOCATIONAL EDUCATION. THE TRAINING PROGRAM INVOLVED 58 PARTICIPANTS FROM 12 MIDWESTERN STATES. THE REPORT OUTLINED THE TOPIC COVERED AND SUMMARIZED THE MAJOR TALKS GIVEN DURING THE SEMINAR. THE RESPONSE OF THE PARTICIPANTS TO AN EVALUATIVE QUESTIONNAIRE ON THE CONFERENCE WAS FAVORABLE. THE MAJORITY OF THE PARTICIPANTS FELT BETTER PREPARED AND WERE CHALLENGED TO PROVIDE GOOD LEADERSHIP IN VOCATIONAL-TECHNICAL EDUCATION AT NATIONAL, STATE, AND LOCAL LEVELS. A FOLLOWUP STUDY OF THE PARTICIPANTS WILL BE MADE A YEAR AFTER THE SEMINAR TO ASCERTAIN THE EXTENT TO WHICH THEY ARE PUTTING TO USE THE TRAINING RECEIVED. (GD)

ED 010 598 24

A NEW APPROACH TO CLASS SCHEDULING. FINAL REPORT.
BY- CANTER, JOHN AND OTHERS
PITTSBURGH UNIV., PA., KNOWLEDGE AVAIL. SYS. CTR.
REPORT NUMBER CRP-S-275 PUB DATE 66
REPORT NUMBER BR-5-8199
CONTRACT OEC-5-10-334
EDRS PRICE MF-$0.09 HC-$2.20 55P.

DESCRIPTORS- *INFORMATION PROCESSING, *MACHINE READER, *SCHEDULE MODULES, *SCHOOL SCHEDULES, *STUDENT RECORDS, BEEKLEY CORPORATION INSITE SYSTEM, COMPUTER ORIENTED PROGRAMS, DATA PROCESSING, DEMONSTRATION PROGRAMS, INNOVATION, PENNSYLVANIA, PITTSBURGH, RECORDS (FORMS), SCHOOL ADMINISTRATION,

AN INVESTIGATION OF THE USE OF A PROTOTYPE DEVICE FOR CLASS SCHEDULING WAS MADE. THE BEEKLEY INSITE DEVICE THAT WAS STUDIED USES THE "PEEK-A-BOO" PRINCIPLE OF MATCHING COMPUTER TAPES. A TEST GROUP OF 149 GRADUATE STUDENTS WAS USED. THEIR DESIRED SCHEDULES WERE MATCHED AUTOMATICALLY AGAINST A PROPOSED MASTER SCHEDULE TO EVALUATE THE USEFULNESS OF THE DEVICE. THE STUDY SOUGHT MEANS TO (1) PROVIDE STUDENTS, DURING REGISTRATION, WITH ALL FUTURE TERM SCHEDULES THAT MIGHT BE OFFERED, (2) PROVIDE THE ADMINISTRATION WITH CURRENT AND FUTURE TERM SCHEDULES THAT COULD NOT BE PROVIDED BY ADJUSTMENT OF MASTER SCHEDULES, AND (3) IDENTIFY SCHEDULING VARIBLES TO BE CONSIDERED IN RESOLVING SCHEDULING PROBLEMS. THE TEST RESULTS INDICATED (1) THE "PEEK-A-BOO" APPROACH TO SCHEDULING COULD BE USEFUL TO BOTH THE STUDENTS AND THE ADMINISTRATION, (2) ALTHOUGH THE DEVICE TESTED HAD MANY DESIRABLE CHARACTERISTICS, FURTHER DEVELOPMENT WAS NEEDED TO PROVIDE REAL-TIME OPERATION OF SUCH A SYSTEM, AND (3) A MACHINE-PROCESSIBLE RECORD CREATED BY THE STUDENT DURING REGISTRATION MIGHT SERVE AS A STARTING POINT FOR INVOICING, GRADE REPORTING, AND SIMILAR FUNCTIONS. (AL)

ED 010 599 24

A STUDY OF AN EXPLORATORY TECHNIQUE USED IN EDUCATIONAL RESEARCH.
BY- DARROCH, JOHN N.
MICHIGAN UNIV., ANN ARBOR
REPORT NUMBER CRP-S-431 PUB DATE 66
REPORT NUMBER BR-5-8372
EDRS PRICE MF-$0.09 HC-$1.08 27P.

DESCRIPTORS- *CALCULATION, *EDUCATIONAL RESEARCH, *FACTOR ANALYSIS, *MATHEMATICAL APPLICATIONS, *MATHEMATICAL MODELS, ANN ARBOR, MATHEMATICAL CONCEPTS, MEASUREMENT TECHNIQUES, MICHIGAN,

TO DEVELOP A BETTER MATHEMATICAL BASIS FOR FACTOR ANALYSIS, A MATHEMATICAL APPROACH WAS FORMULATED FOR FIXING COMMUNALITIES AND THEIR COMPLEMENTS, UNIQUENESSES, AS WELL. WHILE THE INVESTIGATOR WAS UNABLE TO PROVE THAT MINIMUM-TRACE CRITERIA FIX COMMUNALITIES UNIQUELY, A SET OF IDENTITIES AND INEQUALITIES WAS LOCATED AMONG THE COMMUNALITIES AND, EQUIVALENTLY, AMONG THE UNIQUENESSES. PROOF AND ADDITIONAL RESULTS CONCERNING THESE IDENTITIES AND INEQUALITIES APPEARED IN AN APPENDIX. THESE IDENTITIES AND INEQUALITIES WERE OF DIRECT SIGNIFICANCE SINCE THEY AFFORDED A METHOD OF OBTAINING AN APPROXIMATE SOLUTION FOR THE MINIMUM-TRACE COMMUNALITIES. NO TIME WAS AVAILABLE DURING THE PERIOD OF THE CONTRACT TO PERFORM THE NUMERICAL CALCULATIONS NECESSARY TO VERIFY THE FINDINGS. (GD)

ED 010 600 24

THE RELATIONSHIP OF CREATIVE THINKING TO COLLEGE SUCCESS.
BY- DOWD, ROBERT J.
REPORT NUMBER BR-5-8202 PUB DATE 66
REPORT NUMBER CRP-S-329
EDRS PRICE MF-$0.27 HC-$5.36 134P.

DESCRIPTORS- *APTITUDE TESTS, *CREATIVE THINKING, *MEASUREMENT TECHNIQUES, *PSYCHOMETRICS, *TEST SELECTION, CONNECTICUT, NEW HAVEN, PSYCHOEDUCATIONAL PROCESSES, PSYCHOLOGICAL TESTS, STATISTICAL DATA, THOUGHT PROCESSES,

DIVERGENT THINKING TESTS, WHICH MEASURE THE ABILITY TO PRODUCE DIVERSE RESPONSES TO PROBLEMS THAT HAVE NO SINGLE ANSWER, AND CONVENTIONAL TESTS OF CONVERGENT THINKING WERE COMPARED TO DETERMINE IF THE TWO TYPES OF TESTS REPRESENTED MORE THAN ONE DOMAIN OF PSYCHOLOGICAL APTITUDE. ALL STUDENTS IN A GENERAL PSYCHOLOGY COURSE WERE TESTED, AND COMPLETE RECORDS WERE OBTAINED FOR 300 FEMALES AND 117 MALES. TWO FORMS OF THE SCHOLASTIC APTITUDE TEST (SAT) WERE THE CONVERGENT THINKING MEASURES. TWO IMAGINATIVE ESSAYS AND ACADEMIC GRADES WERE THE CRITERIA OF CREATIVITY AND ACHIEVEMENT, RESPECTIVELY. THE DIVERGENT THINKING MEASURES, ALL SEMANTIC IN NATURE, WERE "WORD MEANINGS," "ANAGRAM" (SCORED FOR FLUENCY AND UNCONMONNESS OF RESPONSES), "PLOT TITLES" (SCORED FOR QUALITY AND FLUENCY), "USES" (SCORED FOR FLUENCY AND FLEXIBILITY), AND "CONSEQUENCES" (SCORED THE SAMES AS "USES"). AFTER TESTING, THE FIRST THREE OF THESE MEASURES WERE DISCARDED. RESULTS OF THE INVESTIGATION INDICATED THAT DIVERGENT THINKING TESTS, COMBINED AS MULTIPLE PREDICTORS, (1) ARE BETTER THAN CONVERGENT THINKING TESTS (SAT) AS MEASURES OF CREATIVE PERFORMANCE, AND (2) ARE NOT BETTER THAN CONVERGENT THINKING TESTS AS PREDICTORS OF ACADEMIC ACHIEVEMENT. (AL)

ED 010 601 24

DEVELOPMENT OF A NEW APPROACH TO TEACHING INTRODUCTORY SOCIAL SCIENCE IN COLLEGE. FINAL REPORT.
BY- DOWD, DOUGLAS F.
CORNELL UNIV., ITHACA, N.Y.
REPORT NUMBER BR-6-2132 PUB DATE AUG 66
EDRS PRICE MF-$0.27 HC-$7.84 196P.

DESCRIPTORS- *COLLEGE INSTRUCTION, *ECONOMICS, *INSTRUCTIONAL INNOVATION, *INTERDISCIPLINARY APPROACH, *SOCIAL SCIENCES, *SUMMER PROGRAMS, EDUCATIONAL EXPERIMENTS, EXPERIMENTAL CURRICULUM, EXPERIMENTAL PROGRAMS, EXPERIMENTAL TEACHING, ITHACA, NEW YORK, TEACHING METHODS,

AN EXPERIMENTAL SUMMER COURSE IN ECONOMICS WAS PRESENTED TO 53 PREFRESHMAN COLLEGE STUDENTS. THE 6-WEEK COURSE ENTAILED LECTURES AND DISCUSSIONS. ONCE A WEEK THE ENTIRE CLASS WAS BROKEN INTO SMALL GROUPS THAT WOULD MEET WITH A SECTION INSTRUCTOR OR LECTURER TO DISCUSS A SPECIFIC READING. AT LEAST ONCE A WEEK, A FILM RELEVANT TO THE COURSE WAS PRESENTED AND DISCUSSED. THE STUDENTS AND STAFF EXAMINED ONE QUESTION IN DEPTH IN OPPOSITION TO THE TRADITIONAL METHOD OF PRESENTING MATERIAL IN AN INTRODUCTORY COURSE. INSTRUCTORS FROM DISCIPLINES OTHER THAN ECONOMICS DELIVERED LECTURES THAT ATTEMPTED TO TIE THEIR OWN DISCIPLINES TO THE SPECIAL QUESTION OF THE COURSE, WHICH WAS "WHY ARE THERE POOR PEOPLE IN A RICH SOCIETY LIKE THE UNITED STATES." THE PROGRAM PROVED QUITE SUCCESSFUL, AND EVIDENCES OF THE ACCOMPLISHMENTS ARE SHOWN IN THE FORM OF ESSAYS PREPARED BY THE STUDENTS, BY THE RECORDED STATEMENTS OF THE STUDENTS MADE AT THE BEGINNING AND AT THE END OF INSTRUCTION, AND BY EVALUATIONS MADE BY THE INSTRUCTIONAL STAFF. (GD)

ED 010 602 24

EFFECT OF A SPECIAL PROGRAM IN LITERATURE ON THE VOCABULARY AND READING ACHIEVEMENT OF SECOND GRADE CHILDREN IN SPECIAL SERVICE SCHOOLS.
BY- COHEN, DOROTHY H.
NEW YORK UNIV., N.Y., SCH. OF EDUCATION
REPORT NUMBER CRP-S-254 PUB DATE 66
REPORT NUMBER BR-5-8034
EDRS PRICE MF-$0.27 HC-$7.52 188P.

DESCRIPTORS- *COMPREHENSION DEVELOPMENT, *LITERATURE PROGRAMS, *READING ACHIEVEMENT, *STORY READING, *VOCABULARY DEVELOPMENT, CHILD DEVELOPMENT, CURRICULUM ENRICHMENT, DISADVANTAGED YOUTH, FREE ASSOCIATION VOCABULARY TEST, GRADE 2, METROPOLITAN READING ACHIEVEMENT TEST, NEW YORK, NEW YORK CITY, READING PROGRAMS, SPECIAL SCHOOLS, TEACHER IMPROVEMENT, TEACHING METHODS,

A SPECIAL PROGRAM OF LITERATURE AND ACCOMPANYING ACTIVITIES WAS INTRODUCED INTO THE CURRICULUM OF DISADVANTAGED SECOND-GRADE CHILDREN TO CAUSE SIGNIFICANT MEASURABLE IMPROVEMENT IN THE VOCABULARY AND READING ACHIEVEMENT OF THESE CHILDREN. SEVEN SPECIAL-SERVICE ELEMENTARY SCHOOLS IN NEW YORK CITY PROVIDED THE RESEARCH SETTING. AT THE BEGINNING OF THE RESEARCH, 580 SECOND-GRADE CHILDREN WERE ADMINISTERED THE FREE ASSOCIATION VOCABULARY TEST AND THE METROPOLITAN READING ACHIEVEMENT TEST, UPPER PRIMARY, GRADE 2. EXPERIMENTAL AND CONTROL CLASSES WERE SET UP ON A RANDOM BASIS. FOR THE EXPERIMENTAL CLASSES, TEACHERS WERE ASKED TO READ A STORY EVERY DAY OF THE SCHOOL YEAR FROM SPECIALLY SELECTED BOOKS. THESE STORIES WERE INTRODUCED IN AN ORDER OF INCREASING DIFFICULTY AND WERE EACH ACCOMPANIED BY FOLLOWUP ACTIVITIES DESIGNED TO ENHANCE COMPREHENSION. STORIES READ TO THE CONTROL CLASSES WERE INTRODUCED ONLY AS AN OCCASIONAL TREAT AND FOLLOWED NO SPECIFIED PATTERN. POST-TESTS ADMINISTERED AT THE END OF THE ACADEMIC YEAR YIELDED SUITABLE DATA FROM 285 PUPILS. ANALYSES OF COVARIANCE LED TO THE CONCLUSION THAT ORAL LANGUAGE CORRELATES WITH READING, AND BOTH CAN BE SIGNIFICANTLY IMPROVED BY REGULAR EXPOSURE TO STORIES READ ALOUD. ONE OF THE IMPLICATIONS OF THE RESEARCH WAS THAT TEACHERS, ESPECIALLY TEACHERS OF THE DISADVANTAGED, MUST BE FAMILIAR WITH CHILDREN'S LITERATURE SUITABLE TO THE AGE AND STAGE OF DEVELOPMENT OF THE CHILDREN THEY ARE TEACHING. (JH)

ED 010 603 24

DESEGREGATION AND THE NEGRO COLLEGE IN THE SOUTH, AND PERSISTENCE IN COLLEGE.
BY- ROBBINS, RICHARD
WHEATON COLL., NORTON, MASS.
REPORT NUMBER BR-5-8259 PUB DATE 66
REPORT NUMBER CRP-S-411
CONTRACT OEC-6-10-098
EDRS PRICE MF-$0.18 HC-$2.76 69P.

DESCRIPTORS- *COLLEGES, *EDUCATIONAL QUALITY, *INTEGRATION EFFECTS, *NEGRO INSTITUTIONS, *NEGRO TEACHERS, COLLEGE FACULTY, COLLEGE ROLE, COLLEGE SEGREGATION, EDUCATIONAL CHANGE, NORTON, PERFORMANCE, SCHOOL ENVIRONMENT, SCHOOL SIZE, SOUTHERN SCHOOLS, TEACHER ROLE,

THE TRANSITIONAL CHANGES WITHIN SOUTHERN NEGRO COLLEGES, RESULTING FROM RACIAL DESEGREGATION, WERE STUDIED. THE STUDY WAS BASED ON THE ASSUMPTIONS THAT CONTINUING DESEGREGATION ACCELERATES CHANGE WITHIN THE NEGRO COLLEGE SYSTEM AND FORCES NEW ROLE ADAPTATIONS AMONG NEGRO FACULTY MEMBERS IN PARTICULAR. TO TEST THESE ASSUMPTIONS, THE AUTHOR SERVED FOR 1 ACADEMIC YEAR AS A REGULAR FACULTY MEMBER OF A LEADING

NEGRO COLLEGE IN THE COASTAL SOUTH. A REDUCED TEACHING LOAD PERMITTED HIM TO VISIT THE CAMPUSES OF OTHER NEGRO COLLEGES AND TO CONDUCT INTERVIEWS WITH SOCIAL SCIENTISTS (PRINCIPALLY SOCIOLOGISTS) ON THESE CAMPUSES. QUESTIONNAIRE-GUIDED INTERVIEWS OF A 15 PERCENT SAMPLE OF THE JUNIOR CLASS AT THE "HEADQUARTERS" COLLEGE PROVIDED ADDITIONAL MATERIAL. THE STUDY RESTED PRIMARILY ON PARTICIPANT OBSERVATION AND INTERVIEWS AT THE FACULTY LEVEL, HOWEVER. THE MOST SIGNIFICANT CONCLUSION WAS THAT AFTER ONE AND A HALF DECADES OF SCHOOL DESEGREGATION ACTION, THE "EDUCATION GAP" BETWEEN "WHITE" AND NEGRO SYSTEMS OF HIGHER EDUCATION REMAINS PERSISTENT, PARTICULARLY WITH RESPECT TO SMALL NEGRO COLLEGES. THE AUTHOR FOUND THAT THE FACULTIES OF THESE SMALL COLLEGES ARE USUALLY QUITE DEFICIENT IN PROFESSIONAL PREPARATION, SCHOLARLY COMMITMENT, AND INVOLVEMENT IN SIGNIFICANT SOCIAL ISSUES WHEN COMPARED TO FACULTIES OF "WHITE" SCHOOLS OF SIMILAR SIZE. THIS SUGGESTED THAT THESE NEGRO FACULTIES WERE STILL LARGELY CONDITIONED TO THE SEGREGATED SYSTEM IN TERMS OF ROLE ADAPTATION AND THAT THEIR PROFESSIONAL ROLES WILL CONTINUE TO BE PLAYED OUT WITHIN THE CONSTRICTED WORLD OF THE SMALL, ISOLATED NEGRO COLLEGE. IMPLICATIONS OF THESE FINDINGS WERE DISCUSSED. (JH)

ED 010 604 24

FOREIGN AREA STUDIES IN AMERICAN HIGHER EDUCATION.

By- GUMPERZ, ELLEN M.
CALIFORNIA UNIV., BERKELEY, CTR.FOR STUDY HI. ED.

REPORT NUMBER BR-5-0248 PUB DATE SEP 66
REPORT NUMBER PROJECT-C-07
CONTRACT OEC-6-10-106
EDRS PRICE MF-$0.18 HC-$3.52 88P.

DESCRIPTORS- *AREA STUDIES, *COLLEGE PROGRAMS, *FOREIGN RELATIONS, *HISTORICAL REVIEWS, *INTERNATIONAL EDUCATION, BERKELEY, CALIFORNIA, DEVELOPING NATIONS, FOREIGN COUNTRIES, FOREIGN CULTURE, HIGHER EDUCATION, LANGUAGE, WORLD PROBLEMS,

THE 20TH-CENTURY MATURATION OF FOREIGN AREA STUDY CURRICULUMS IN U.S. COLLEGES AND UNIVERSITIES WAS DESCRIBED. THE DESCRIPTION ACCOUNTED FOR THE DEVELOPMENT OF TWO RELATED FACETS OF AREA STUDIES--GENERAL EDUCATION AND APPLIED RESEARCH AND DEVELOPMENT. GENERAL AREA STUDY WOULD USUALLY CONSIST OF COURSES IN VARIOUS DISCIPLINES OF THE HUMANITIES AND SOCIAL SCIENCES, FOCUSING ON PAST AND PRESENT CHARACTERISTICS OF A PARTICULAR WORLD AREA AND INCLUDING A COURSE IN THE MODERN LANGUAGE OR LANGUAGES OF THAT AREA. APPLIED RESEARCH AND DEVELOPMENT WOULD PERTAIN TO TECHNICAL AND ECONOMIC ASSISTANCE PROGRAMS IN SUCH FIELDS AS AGRICULTURE, PUBLIC HEALTH, AND EDUCATION, AND WOULD USUALLY INVOLVE WORKING DIRECTLY WITH U.S. GOVERNMENT AGENCIES AND COOPERATIVELY WITH OTHER EDUCATIONAL INSTITUTIONS. (JH)

ED 010 605 24

THE RELATIONSHIP BETWEEN LEARNING CONCEPTS AND STUDENT ACHIEVEMENT.

By- TAGATZ, GLENN E. AND OTHERS
INDIANA STATE UNIV., TERRE HAUTE

REPORT NUMBER CRP-S-493 PUB DATE 66
REPORT NUMBER BR-6-8037
EDRS PRICE MF-$0.18 HC-$4.56 114P.

DESCRIPTORS- *ACHIEVEMENT RATING, *CONCEPT FORMATION, *CURRICULUM RESEARCH, *LEARNING LABORATORIES, *MEASUREMENT TECHNIQUES, COMPARATIVE ANALYSIS, CONCEPT TEACHING, INDIANA, JUNIOR HIGH SCHOOLS, LABORATORY EXPERIMENTS, LEARNING ACTIVITIES, LEARNING PROCESSES, TERRE HAUTE,

THIS RESEARCH CONCERNING CONCEPTUAL BEHAVIOR INVESTIGATED BOTH THE DEVELOPMENTAL ASPECTS OF CONCEPTUAL BEHAVIOR IN A CONTROLLED LABORATORY SITUATION AND THE RELATIONSHIP OF CONCEPT LEARNING IN THIS LABORATORY SETTING TO ACHIEVEMENT IN CURRICULAR AREAS OF JUNIOR HIGH SCHOOL. THE GENERAL PLAN FOR THIS STUDY INVOLVED STRATIFIED RANDOM SELECTION AND ASSIGNMENT OF 120 SUBJECTS INTO FACTORIAL, REPEATED MEASURES DESIGNS AND SUBSEQUENT USE OF THE DATA IN A FACTOR ANALYSIS STUDY. SCORES ON AN INFORMATION PROCESSING TEST, TIME-TO-CRITERION SCORES FOR CONCEPT ATTAINMENT PROBLEMS, AND ACHIEVEMENT TEST SCORES REPRESENTATIVE OF THE JUNIOR HIGH SCHOOL CURRICULUM WERE GATHERED FOR ANALYSIS. A RELATIONSHIP WAS FOUND BETWEEN MORE TRADITIONAL CONCEPT ATTAINMENT FACTORS AND CURRICULAR FACTORS, RESULTING IN THE CONCLUSION THAT THERE IS A HIGH RELATIONSHIP BETWEEN MODEL CONCEPT LEARNING AND THE CURRICULAR FACTORS GENERALLY. FINDINGS FROM THE FACTOR ANALYSIS LED TO THE CONCLUSION THAT SUCCESS IN CONCEPT ATTAINMENT TASKS IS RELATED TO SUCCESS IN CURRICULAR AREAS. (GD)

ED 010 606 24

THE EFFECTIVENESS OF EMPHASIZING READING SKILLS IN AN ENGLISH COURSE FOR UNDERACHIEVERS.

By- EMANS, ROBERT
CHICAGO UNIV., ILL.

REPORT NUMBER CRP-S-252 PUB DATE 66
REPORT NUMBER BR-5-0383
EDRS PRICE MF-$0.18 HC-$3.08 77P.

DESCRIPTORS- *ENGLISH INSTRUCTION, *HIGH SCHOOL STUDENTS, *READING INSTRUCTION, *READING SKILLS, *UNDERACHIEVERS, CHICAGO, ENGLISH CURRICULUM, ILLINOIS, READING, READING ACHIEVEMENT, READING COMPREHENSION, READING PROGRAMS,

SPECIALLY ADJUSTED ENGLISH COURSES FOR UNDERACHIEVING STUDENTS IN GRADES 10 THROUGH 12 WERE SPECIFICALLY DESIGNED TO EMPHASIZE READING SKILLS. A 13-STUDENT SAMPLE WAS DIVIDIED INTO ONE EXPERIMENTAL AND TWO CONTROL GROUPS AND WAS MATCHED ON IQ, READING ACHIEVEMENT, AND GRAMMAR. THE DATA WERE GATHERED OVER A PERIOD OF 1 ACADEMIC YEAR, AND THE FOLLOWING HYPOTHESES WERE TESTED--(1) EMPHASIS ON READING WILL BE RELATED TO GREATER ACHIEVEMENT IN READING SKILLS, (2) CONSEQUENT REDUCTION OF GRAMMAR AND ESSAY WRITING FOR THE SAMPLE GROUP WILL NOT SIGNIFICANTLY IMPEDE ACHIEVEMENT IN THESE AREAS WHEN COMPARED WITH THE CONTROL GROUPS, AND (3) STUDENTS TAKING A COURSE ADJUSTED TO THEIR NEEDS WILL EXPRESS MORE POSITIVE ATTITUDES TOWARD LEARNING THAN THOSE STUDENTS IN UNADJUSTED COURSES. AFTER COMPARING THE POST-TESTS TO THE PRETESTS, THE AUTHOR FOUND THAT THE EXPERIMENTAL GROUP MADE SUBSTANTIAL GAINS IN READING SKILLS, AND THE TWO CONTROL GROUPS ALSO MADE GAINS BUT IN SMALLER AMOUNTS. NONE OF THE GROUPS MADE GAINS IN COMPREHENSION. THERE WAS NO SIGNIFICANT DIFFERENCE AMONG THE THREE GROUPS IN BOTH GRAMMAR AND ESSAY WRITING EVEN THOUGH THE EXPERIMENTAL GROUP RECEIVED NO INSTRUCTION IN THIS AREA. THE EXPERIMENTAL GROUP'S ATTITUDE TOWARD LEARNING WAS NOT IMPROVED, AND IN EFFECT BECAME HOSTILE. THE AUTHOR SUGGESTED THAT, IF SOME MEANINGFUL

DEMONSTRATION OF THE REAL PROGRESS MADE BY THE EXPERIMENTAL GROUP COULD BE EFFECTED, THE GROUP WOULD NOT FEEL SINGLED OUT AS "DUMB" AND WOULD POSSIBLY EVINCE A MORE POSITIVE ATTITUDE TOWARD LEARNING. THE AUTHOR CONCLUDED THAT SUCH A SPECIALLY DESIGNED ENGLISH COURSE WHICH DOES NOT SINGLE OUT THE UNDERACHIEVER AS BEING DIFFERENT OR UNUSUAL COULD BE SUCCESSFULLY IMPLEMENTED. (PM)

ED 010 607 24

SCHOOL-RELATED ATTITUDES AND BEHAVIORS OF PARENTS OF ACHIEVING ADOLESCENTS.

BY- COLEMAN, ALWIN B.
MICHIGAN UNIV., ANN ARBOR

REPORT NUMBER CRP-S-432 PUB DATE 66
REPORT NUMBER BR-5-8401
EDRS PRICE MF-$0.45 HC-$13.04 326P.

DESCRIPTORS- *BEHAVIOR PATTERNS, *COMPARATIVE ANALYSIS, *HIGH SCHOOL STUDENTS, *PARENT ATTITUDES, *SOCIAL CLASS, ACHIEVEMENT, ANN ARBOR, INTERVIEWS, LOWER CLASS, MALES, MICHIGAN, SOCIAL INFLUENCES, UPPER CLASS,

A COMPARATIVE STUDY WAS CONDUCTED OF PARENTS WHOSE SONS WERE SUCCESSFUL IN HIGH SCHOOL TO DETERMINE IF THE ATTITUDES AND BEHAVIORS AMONG THE LOWER WORKING-CLASS PARENTS AND THE UPPER MIDDLE-CLASS PARENTS WERE SIMILAR. FAMILIES LIVING IN TWO MIDWESTERN CITIES WITH AT LEAST ONE SON IN GRADE 11 OR 12 SERVED AS THE POPULATION. "SUCCESS IN SCHOOL" WAS DEFINED AS BEING RETAINED IN SCHOOL "IN GOOD STANDING." OCCUPATION OF THE "BREADWINNER" WAS USED TO IDENTIFY THE PROBABLE SOCIAL CLASS OF EACH FAMILY. THE SAMPLE CONSISTED OF 52 UPPER MIDDLE-CLASS PARENTS AND 47 LOWER WORKING-CLASS PARENTS. AN INTERVIEW SCHEDULE OF 124 ITEMS WAS CONSTRUCTED AND ADMINISTERED TO THE MOTHERS IN BOTH GROUPS. ANALYSES WERE CONDUCTED BY A THREE-STEP ANALYSIS--BROAD AREA, ITEM, AND BROAD AREA RELATIONSHIPS WITHIN THE SOCIAL CLASSES. AMONG THE CONCLUSIONS STATED WERE--(1) SCHOOL-REINFORCEMENT BEHAVIORS OF PARENTS WERE FUNCTIONS OF THE RESIDENT COMMUNITY, (2) LOWER WORKING-CLASS PARENTS' BEHAVIORS WERE COMMON TO THOSE OF UPPER MIDDLE-CLASS PARENTS IN THE SAME COMMUNITY, AND (3) LOWER WORKING-CLASS FAMILIES, WHOSE SONS WERE SUCCESSFUL IN SCHOOL, HAD FAMILY CHARACTERISTICS SIMILAR TO THOSE OF THE UPPER-MIDDLE CLASS. IT WAS FURTHER INDICATED THAT THERE WERE DIFFERENCES WITHIN THE LOWER WORKING CLASS ITSELF AND THAT THE DIFFERENCES COULD AFFECT THE SUCCESS OF THE STUDENTS IN SCHOOL. (RS)

ED 010 608 24

TO DEVELOP A SYSTEM FOR ANALYZING THE REACTIONS OF TEACHERS AND STUDENTS IN BIOLOGY CLASSES.

BY- PARAKH, JAI S.
CORNELL UNIV., ITHACA, N.Y.

REPORT NUMBER CRP-S-269 PUB DATE 65
REPORT NUMBER BR-5-8040
EDRS PRICE MF-$0.36 HC-$8.00 200P.

DESCRIPTORS- *BIOLOGY, *BIOLOGY INSTRUCTION, *INTERACTION, *INTERACTION PROCESS ANALYSIS, *SCIENCE INSTRUCTION, ITHACA, NEW YORK, SCIENCE EDUCATION, SYSTEMS ANALYSIS, SYSTEMS APPROACH, SYSTEMS DEVELOPMENT,

A CATEGORY SYSTEM FOR THE DESCRIPTION AND ANALYSIS OF TEACHER-PUPIL INTERACTION IN HIGH SCHOOL BIOLOGY CLASSES WAS DEVELOPED. IN THE FIRST PHASE, A HETEROGENEOUS SAMPLE OF TEACHERS AND SCHOOLS WAS USED FOR OBSERVATION AND DEVELOPMENT OF THE CATEGORY SYSTEM. OBSERVATIONS WERE MADE OF LECTURE AND LABORATORY SESSIONS, VERBAL AND NONVERBAL CLASSROOM COMMUNICATIONS, AND THE INDIVIDUAL BEHAVIORS OF BOTH TEACHERS AND STUDENTS. IN THE SECOND PHASE, ADDITIONAL TEACHERS AND SCHOOLS WERE OBSERVED, AND THE TENTATIVE CATEGORY SYSTEM WAS REVISED. DATA GATHERED FROM 40 LECTURES AND LABS PLUS 40,000 INDIVIDUAL OBSERVATIONS WERE PROCESSED, AND THE FREQUENCIES OF VARIOUS SEQUENCES OF BEHAVIOR WERE FOUND AND ANALYZED. THE CATEGORIES COVERED FIVE MAJOR DIMENSIONS OF TEACHER-STUDENT BEHAVIOR--(1) EVALUATIVE, (2) COGNITIVE, (3) PROCEDURAL, (4) PUPIL TALK, AND (5) SILENCE. ALLOWANCE WAS ALSO MADE FOR BEHAVIORS THAT COULD NOT BE CATEGORIZED IN THE DIMENSIONS OF THE CATEGORY SYSTEM. THE AUTHOR CONCLUDED THAT TEACHER-PUPIL INTERACTION IN BIOLOGY CAN BE STUDIED IN DETAIL AND THAT INTERACTION ANAYSIS OFFERS SOUND POSSIBILITIES FOR STUDYING SCIENCE TEACHING. HE FURTHER STATED THAT, WHILE THE STUDY PROVIDES A TENTATIVE DESCRIPTION, IT IS NOT AN EVALUATION OR CHARACTERIZATION OF GOOD OR BAD, EFFECTIVE OR INEFFECTIVE TEACHING. (PM)

ED 010 609 24

THE PROBLEM OF CLASSIFYING MEMBERS OF A SINGLE POPULATION INTO GROUPS. STATISTICAL MODELS FOR THE EVALUATION AND INTERPRETATION OF EDUCATIONAL CRITERIA, PART II.

BY- SAW, J.G. FLORA, R.E.
VIRGINIA POLYTECHNIC INST., BLACKSBURG

REPORT NUMBER CRP-1132-PT-2 PUB DATE 65
REPORT NUMBER BR-5-0224
EDRS PRICE MF-$0.18 HC-$3.36 84P.

DESCRIPTORS- *EDUCATIONAL RESEARCH, *MATHEMATICAL MODELS, *PREDICTIVE ABILITY (TESTING), *PREDICTIVE MEASUREMENT, *STATISTICAL ANALYSIS, BLACKSBURG, CALCULATION, MATHEMATICAL APPLICATIONS, MEASUREMENT TECHNIQUES, PREDICTIVE VALIDITY, VIRGINIA,

AN ALTERNATIVE MATHEMATICAL APPROACH TO THE PROBLEM OF CLASSIFICATION OF AN INDIVIDUAL BY VECTOR SCORES WAS PROPOSED FOR THOSE CASES WHEN THE USUAL CLASSICAL MODEL DOES NOT HOLD. THE NEW APPROACH ASSUMED THAT, WITHIN A GROUP HOMOGENEOUS IN REGARD TO BACKGROUND, TWO DISTINCT POPULATIONS OF PASS AND FAIL DO NOT EXIST, BUT RATHER A CONTINUOUS SPECTRUM. MAKING USE OF THIS NEW MODEL, THE INVESTIGATORS WERE ABLE TO PROPOSE A METHOD OF EVALUATING THE VECTOR SCORES ON MATHEMATICS DEPARTMENT ADMISSIONS TESTS IN RESPECT TO THEIR VALUE AS INDICATORS OF THE ULTIMATE WORTH OR PERFORMANCE OF THE INDIVIDUAL. THE EFFICIENCY OF THE NEW METHOD WAS FOUND TO BE QUITE HIGH. RELATED REPORTS ARE ED 003 044, ED 003 045, AND ED 003 046. (GD)

ED 010 610 24

SPEECH FRIGHT IN THE ELEMENTARY SCHOOL, ITS RELATIONSHIP TO SPEECH ABILITY AND ITS POSSIBLE IMPLICATION FOR SPEECH READINESS.

BY- SHAW, IRWIN
WAYNE STATE UNIV., DETROIT, MICH.

REPORT NUMBER CRP-S-355 PUB DATE 66
REPORT NUMBER BR-5-8052
EDRS PRICE MF-$0.36 HC-$10.12 253P.

DESCRIPTORS- *ORAL COMMUNICATION, *PUBLIC SPEAKING, *SPEECH HABITS, *TEACHER ATTITUDES, *VERBAL DEVELOPMENT, DETROIT, EDUCATIONAL PSYCHOLOGY, ELEMENTARY SCHOOL STUDENTS, ENVIRONMENTAL INFLUENCES, MICHIGAN, PERSONALITY DEVELOPMENT, PREDICTIVE VALIDITY, RESEARCH PROBLEMS, SPEECH HANDICAPS, TEST CONSTRUCTION,

THE RELATIONSHIP OF ELEMENTARY SCHOOL STUDENTS' SPEECH FRIGHT TO THEIR SPEECH ABILITY, SPEECH ATTITUDES, AND SPEECH READINESS WAS STUDIED. SURVEYS WERE CONDUCTED AND DESCRIPTIVE DATA WERE COLLECTED ON SPEECH FRIGHT LEVELS AND SPEECH ABILITY OF 1,166 STUDENTS IN SELECTED ELEMENTARY GRADES. ATTITUDES OF TEACHERS TOWARD SPEECH FRIGHT WERE ALSO ASSESSED. IN ADDITION, VARIOUS INTROSPECTIVE TESTS OF SPEECH FRIGHT HAVING CERTAIN PREDICTIVE VALUE WERE DEVELOPED. A PILOT STUDY WAS CARRIED OUT PRIOR TO THE MAIN STUDY TO REFINE METHODOLOGY, TESTS, AND TECHNIQUES. THE STUDY SUCCEEDED IN DEVISING VARIOUS MEASURES FOR SPEECH FRIGHT WHICH COULD BE OF VALUE TO THE ELEMENTARY TEACHER. IT WAS ALSO FOUND THAT AT LEAST 20 PERCENT OF THE CHILDREN ARE CONSIDERABLY AFFECTED BY SPEECH FRIGHT. NO APPARENT RELATIONSHIP BETWEEN SPEECH FRIGHT AND SPEECH ABILITY WAS FOUND, AND THE EVIDENCE DID NOT INDICATE THAT A CHILD MAY BE MORE READY TO SPEAK AT ANY SPECIFIC GRADE LEVEL. SEVERAL AREAS OF THE STUDY OF SPEECH FRIGHT THAT NEED FURTHER RESEARCH WERE DESCRIBED. (GD)

ED 010 611 08

A COORDINATING UNIT FOR RESEARCH AND CURRICULUM DEVELOPMENT IN VOCATIONAL AND TECHNICAL EDUCATION.

BY- STEPHENS, JOHN F.

UTAH STATE BOARD FOR VOCAT. EDUC., SALT LAKE CITY

REPORT NUMBER ERD-328 PUB DATE 66

REPORT NUMBER BR-5-0135

GRANT OEG-5-85-133

EDRS PRICE MF-$0.09 HC-$0.56 14P.

DESCRIPTORS- *EDUCATIONAL RESEARCH, *RESEARCH COORDINATING UNITS, *RESEARCH PROBLEMS, *STATE PROGRAMS, *VOCATIONAL EDUCATION, BOARD OF EDUCATION ROLE, CURRICULUM RESEARCH, FEDERAL AID, INFORMATION DISSEMINATION, INTERSCHOOL COMMUNICATION, RESEARCH METHODOLOGY, RESEARCH PROJECTS, RESEARCH SKILLS, SALT LAKE CITY, UTAH, WORKSHOPS,

ACTIVITIES OF THE UTAH RESEARCH COORDINATING UNIT IN VOCATIONAL AND TECHNICAL EDUCATION, DURING ITS FIRST 16 MONTHS OF OPERATION, WERE DESCRIBED. THE MOST SIGNIFICANT OUTCOMES OF THE UNIT'S VARIED EFFORTS WERE--(1) DEVELOPING WITHIN THE UTAH STATE BOARD OF EDUCATION AN AWARENESS OF THE POTENTIAL VALUE OF RESEARCH TO VOCATIONAL AND TECHNICAL EDUCATION, (2) RENDERING STATEWIDE ASSISTANCE TO PUBLIC SCHOOL VOCATIONAL EDUCATION PERSONNEL IN THE DESIGN AND CONDUCT OF RESEARCH PROJECTS, (3) ESTABLISHING A RESEARCH COMMUNICATIONS CHANNEL BETWEEN THE COLLEGES AND THE PUBLIC SCHOOLS THROUGHOUT THE STATE, (4) ASSISTING IN THE PREPARATION OF VOCATIONAL EDUCATION RESEARCH PROPOSALS FOR FEDERALLY FUNDED PROJECTS, (5) CONDUCTING STATE AND REGIONAL VOCATIONAL RESEARCH WORKSHOPS, (6) INITIATING A PROCEDURE FOR DISTRIBUTION OF VOCATIONAL RESEARCH INFORMATION WITHIN THE STATE, AND (7) FURTHER IDENTIFYING RESEARCHABLE VOCATIONAL AND TECHNICAL EDUCATION PROBLEMS IN THE STATE. (JH)

ED 010 612 08

A PLAN TO PROVIDE AN OCCUPATIONAL RESEARCH CENTER AT COLORADO STATE UNIVERSITY.

BY- SJOGREN, DOUGLAS SHEPPARD, DAVID

COLORADO STATE UNIV., FT. COLLINS

REPORT NUMBER ERD-319 PUB DATE JAN 67

REPORT NUMBER BR-5-0107

CONTRACT OEC-5-85-125

EDRS PRICE MF-$0.09 HC-$0.76 19P.

DESCRIPTORS- *EDUCATIONAL RESEARCH, *ELECTRONICS, *OCCUPATIONAL SURVEYS, *RESEARCH COORDINATING UNITS, *VOCATIONAL EDUCATION, COLORADO, FORT COLLINS,

A RESEARCH COORDINATING UNIT IN THE FIELD OF OCCUPATIONAL RESEARCH WAS ESTABLISHED AT COLORADO STATE UNIVERSITY. THE UNIT WAS PRINCIPALLY CONCERNED WITH STIMULATION AND INITIATION OF VOCATIONAL EDUCATION RESEARCH. A STUDY OF THE POST-HIGH SCHOOL EXPERIENCES OF GRADUATES OF THE 1963 CLASS OF COLORADO SECONDARY SCHOOLS WAS COMPLETED. A STUDY OF OCCUPATIONS IN THE COLORADO ELECTRONICS INDUSTRY WAS ALSO CONDUCTED IN ORDER TO FORMULATE MORE INTELLIGENT DECISIONS ABOUT VOCATIONAL EDUCATION IN THAT AREA. SINCE THE UNIT WAS FUNDED FOR AN ADDITIONAL 19 MONTHS, IT WAS EXPECTED THAT ACTIVITIES WOULD BE EXPANDED TO PROVIDE A GREATER SERVICE TO VOCATIONAL EDUCATION RESEARCH IN COLORADO. (TC)

ED 010 613 08

ESTABLISHMENT OF AN OCCUPATIONAL RESEARCH AND DEVELOPMENT COORDINATING UNIT FOR THE STATE OF IOWA.

BY- WOLD, KENNETH H. GREEN, DONALD G.

IOWA STATE DEPT. PUBLIC INSTR., DES MOINES

REPORT NUMBER BR-5-0111 PUB DATE JAN 67

REPORT NUMBER ERD-308

CONTRACT OEC-5-85-121

EDRS PRICE MF-$0.18 HC-$3.28 82P.

DESCRIPTORS- *EDUCATIONAL RESEARCH, *OCCUPATIONAL INFORMATION, *RESEARCH COORDINATING UNITS, *RESEARCH OPPORTUNITIES, *STATE PROGRAMS, *VOCATIONAL EDUCATION, DES MOINES, EDUCATIONAL RESOURCES, IOWA, RESEARCH PROJECTS, RESOURCE UNITS, VOCATIONAL DIRECTORS,

AN OCCUPATIONAL RESEARCH AND DEVELOPMENT COORDINATING UNIT WAS ESTABLISHED, AND A FINAL REPORT WAS GIVEN OF ITS ACTIVITIES DURING AN 18-MONTH PERIOD. THE OBJECTIVES WERE TO COLLECT AND DISSEMINATE INFORMATION, STIMULATE AND ENCOURAGE RESEARCH, IDENTIFY POTENTIAL RESEARCH PROBLEMS, ESTABLISH AND MAINTAIN WORKING RELATIONSHIPS, PROVIDE SUPPORT FOR LINE PERSONNEL, PROMOTE VOCATIONAL AND TECHNICAL EDUCATION, COOPERATE WITH OTHER STATES, AND ASSIST IN (1) PROGRAM, FACILITIES, AND STAFF DEVELOPMENT, (2) INFORMATION SYSTEM DEVELOPMENT, AND (3) PROGRAM EVALUATION. PROGRESS REPORTS OF THE UNIT WERE ANALYZED, AND 47 ACTIVITIES WERE IDENTIFIED TO DETERMINE THOSE OBJECTIVES WHICH RECEIVED THE GREATEST FREQUENCIES OF ATTENTION. THEY WERE, IN ORDER, (1) PROVIDE SUPPORT FOR LINE PERSONNEL, (2) STIMULATE AND ENCOURAGE RESEARCH, AND (3) COLLECT AND DISSEMINATE INFORMATION. IN VIEW OF THE PROJECTED CONTINUATION AND THE STAFF SUPPORT FUNCTION OF THE UNIT, EVALUATIVE INFORMATION WAS ELICITED FROM ITS USERS. IT WAS FOUND THAT THE UNIT GAINED WIDE ACCEPTANCE AS A GROUP TO PERFORM MUCH NEEDED SERVICES IN THE

DEVELOPMENT OF TECHNICAL AND VOCATIONAL EDUCATION. (GD)

ED 010 614 08
THE ESTABLISHMENT OF THE RESEARCH COORDINATING UNIT IN THE CONNECTICUT STATE DEPARTMENT OF EDUCATION.
By- RIGHTHAND, HERBERT AND OTHERS
CONNECTICUT STATE DEPT. OF EDUCATION, HARTFORD
REPORT NUMBER BR-5-0132 PUB DATE NOV 66
REPORT NUMBER ERD-298
CONTRACT OEC-5-85-112
EDRS PRICE MF-$0.09 HC-$1.52 38P.

DESCRIPTORS- *EDUCATIONAL RESEARCH, *OCCUPATIONAL INFORMATION, *RESEARCH COORDINATING UNITS, *STATE PROGRAMS, *VOCATIONAL EDUCATION, CONNECTICUT, EDUCATIONAL RESOURCES, HARTFORD, RESEARCH PROJECTS, RESOURCE UNITS, VOCATIONAL DIRECTORS,

A RESEARCH COORDINATING UNIT WAS ESTABLISHED TO ENCOURAGE VOCATIONAL RESEARCH THROUGH THE IDENTIFICATION OF RESEARCH RESOURCES, PERSONNEL, AND TECHNIQUES. IN ADDITION, THE DEVELOPMENT OF PROPOSALS FOR THE CONDUCT OF VOCATIONAL EDUCATION RESEARCH BY LOCAL SCHOOL SYSTEMS, COLLEGES, AND UNIVERSITIES WAS ENCOURAGED. RESEARCH ACTIVITIES TO DATE TOTALLED 35 REPORTS, PILOT PROGRAMS, RESEARCH STUDIES, AND SURVEYS. OVER 250 PUBLICATIONS AND RESEARCH DOCUMENTS PERTAINING TO VOCATIONAL EDUCATION WERE CATALOGED AND FILED. INFORMATION OF 12 RESEARCH STUDIES CONDUCTED OR SUPPORTED BY THE UNIT AND A VOCATIONAL RESEARCH QUARTERLY NEWSLETTER WERE WIDELY DISTRIBUTED. INITIAL STEPS WERE TAKEN TO INCORPORATE USE OF DATA PROCESSING TO ASSIST THE RESEARCH STAFF. IT WAS CONCLUDED THAT THE UNIT GAINED WIDE ACCEPTANCE AS A GROUP WHICH PERFORMS NEEDED SERVICES IN THE DEVELOPMENT OF TECHNICAL AND VOCATIONAL EDUCATION. (GD)

ED 010 615 24
FACTORS AFFECTING LEARNING TO READ.
By- HAYES, ROBERT B. WUEST, RICHARD C.
PENNSYLVANIA STATE DEPT.OF PUB. INSTR., HARRISBURG
REPORT NUMBER BR-5-0572 PUB DATE DEC 66
NEW CASTLE AREA SCHOOLS, PA.
REPORT NUMBER CRP-3124
CONTRACT OEC-6-10-122
EDRS PRICE MF-$0.27 HC-$6.48 162P.

DESCRIPTORS- *BASIC READING, *LEARNING PROCESSES, *LINGUISTIC PATTERNS, *READING ACHIEVEMENT, *READING PROGRAMS, ACADEMIC ABILITY, COMPARATIVE ANALYSIS, EARLY TO READ, FILMSTRIPS, GRADE 2, HARRISBURG, INITIAL TEACHING ALPHABET, INTELLIGENCE QUOTIENT, LITERATURE, LONGITUDINAL STUDIES, NEW CASTLE, PENNSYLVANIA, PHONICS, PHONICS AND WORD POWER, READING INSTRUCTION, SCOTT FORESMAN BASAL READER, STANFORD ACHIEVEMENT TESTS, TEXTBOOKS,

FOUR DIFFERENT READING PROGRAMS WERE EVALUATED USING 302 SECOND-GRADE PUPILS WHO HAD PARTICIPATED IN THE SAME PROGRAMS IN GRADE 1. IN ADDITION TO THE STUDY CONDUCTED IN THE SECOND GRADE, A PILOT STUDY WAS CONTINUED INTO GRADE 3, AND A MODIFIED VERSION OF THE GRADE 1 STUDY WAS MADE AGAIN IN GRADE 1. THE FOUR READING PROGRAMS INVOLVED WERE--(1) A "WHOLE-WORD," ABILITY GROUPING, ECLECTIC, BASAL APPROACH OF SCOTT, FORESMAN, 1960 EDITION, (2) THE PRECEDING APPROACH SUPPLEMENTED BY A PHONICS WORKBOOK, "PHONICS AND WORD POWER," PUBLISHED IN 1964 BY AMERICAN EDUCATION PUBLICATIONS, (3) THE PHONIC, FILMSTRIP, WHOLE-CLASS APPROACH, PUBLISHED IN 1963 BY J.B. LIPPINCOTT COMPANY, AND (4) THE 1964 "EARLY TO READ," ABILITY GROUPING PROGRAM OF I.T.A. (INITIAL TEACHING ALPHABET) PUBLICATIONS, INC., FOLLOWED BY THE "TREASURY OF LITERATURE SERIES," PUBLISHED IN 1960 BY CHARLES E. MERRILL BOOKS, INC. IN THREE OF FIVE LIPPINCOTT CLASSES, TWO OF FIVE I.T.A.-MERRILL CLASSES, TWO OF FIVE "PHONICS AND WORD POWER" CLASSES, AND NONE OF FOUR SCOTT, FORESMAN CLASSES, 50 PERCENT OR MORE PUPILS ACHIEVED AT LEAST ONE-HALF ABOVE THEIR PREDICTED LEVELS. IT THUS APPEARED THAT THE FIRST THREE READING PROGRAMS ENABLED PUPILS TO ACHIEVE HIGHER READING SCORES (AS MEASURED BY THE STANFORD ACHIEVEMENT TESTS). IN TERMS OF EFFECTIVENESS WITH ABILITY GROUPS, THE SCOTT, FORESMAN APPROACH APPEARED TO BE PARTICULARLY EFFECTIVE WITH PUPILS OF LOW IQ, THE LIPPINCOTT PROGRAM WITH THOSE OF AVERAGE IQ, AND BOTH THE LIPPINCOTT OR I.T.A. PROGRAMS WITH THOSE OF HIGH IQ. ALL RESULTS OF THE STUDY WERE VIEWED AS TENTATIVE. (JH)

ED 010 616 08
THE ESTABLISHMENT AND INITIAL OPERATION OF A RESEARCH AND DEVELOPMENT UNIT IN THE DIVISION OF VOCATIONAL EDUCATION, DEPARTMENT OF EDUCATION, STATE OF NEW JERSEY.
By- WORTHINGTON, ROBERT M.
NEW JERSEY STATE DEPT. OF EDUCATION, TRENTON
REPORT NUMBER BR-5-0110 PUB DATE DEC 66
REPORT NUMBER ERD-314
GRANT OEG-85-40-0000-001
EDRS PRICE MF-$0.09 HC-$0.96 24P.

DESCRIPTORS- *EDUCATIONAL RESEARCH, *OCCUPATIONAL INFORMATION, *RESEARCH COORDINATING UNITS, *STATE PROGRAMS, *VOCATIONAL EDUCATION, COORDINATION, CURRICULUM PLANNING, DATA PROCESSING, DEMONSTRATION PROGRAMS, EDUCATIONAL FACILITIES, EDUCATIONAL NEEDS, NEW JERSEY, TRENTON,

THE INITIAL OPERATIONS OF THE NEW JERSEY OCCUPATIONAL RESEARCH AND DEVELOPMENT UNIT, DURING AN 18-MONTH PERIOD, WERE DESCRIBED. THE UNIT USED A VARIETY OF RESEARCH AND DEVELOPMENT TECHNIQUES TO SERVE SUCH STATE AND LOCAL VOCATIONAL EDUCATION NEEDS AS TEACHER EDUCATION AND CERTIFICATION, PROGRAM EVALUATION, PILOT AND DEMONSTRATION PROGRAMS, FACILITY PLANNING, EQUIPMENT SELECTION, AND CURRICULUM DEVELOPMENT. FUNCTIONAL ACTIVITIES OF THE UNIT INCLUDED (1) STIMULATING AND COORDINATING EFFORTS, (2) PARTICIPATING IN THE STUDY AND SOLUTION OF PROBLEMS, AND (3) DISSEMINATING INFORMATION SIGNIFICANT TO VOCATIONAL EDUCATION. (JH)

ED 010 617 08
RESEARCH AND COORDINATION UNIT IN THE AREA OF OCCUPATIONAL NEEDS RESEARCH COORDINATION IN NEBRASKA. FINAL REPORT.
By- HORNER, JAMES T.
NEBRASKA UNIV., LINCOLN
REPORT NUMBER ERD-321 PUB DATE DEC 66
REPORT NUMBER BR-5-0105
GRANT OEG-05-85-127
EDRS PRICE MF-$0.09 HC-$0.40 10P.

DESCRIPTORS- *EDUCATIONAL RESEARCH, *OCCUPATIONAL

INFORMATION, *RESEARCH COORDINATING UNITS, *STATE PROGRAMS, *VOCATIONAL EDUCATION, COORDINATION, DATA PROCESSING, EDUCATIONAL NEEDS, ENROLLMENT TRENDS, LINCOLN, NEBRASKA, RESOURCE UNITS,

THE PRELIMINARY WORK OF THE NEBRASKA VOCATIONAL-OCCUPATIONAL RESEARCH COORDINATING UNIT WAS DESCRIBED. THE PRIMARY CONCERN OF THE UNIT WAS THE COORDINATION OF EFFORTS WHICH PRODUCE DATA, INFORMATION, AND THE PRODUCTS OF RESEARCH, TO FACILITATE DECISION-MAKING PROCESSES RELATING TO VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS AT STATE AND LOCAL LEVELS. THE UNIT'S MAIN ENDEAVOR WAS THE DEVELOPMENT AND TEST OF A SYSTEM FOR PROJECTING NEEDS OF VOCATIONAL AND TECHNICAL EDUCATION AND FOR CORRELATING THESE NEEDS WITH OTHER ASPECTS OF EDUCATIONAL ENTERPRISES. THIS SYSTEM WAS CALLED THE "PUPIL DATA ENROLLMENT BANK." (JH)

ED 010 618 24

RESEARCH AND DEVELOPMENT IN DATA PROCESSING FOR PUPIL PERSONNEL AND CURRICULAR SERVICES.

By- GROSSMAN, ALVIN HOWE, ROBERT L.

CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO

REPORT NUMBER CRP-D-050 PUB DATE 66

REPORT NUMBER BR-5-0662

EDRS PRICE MF-$0.27 HC-$7.80 195P.

DESCRIPTORS- *DATA PROCESSING, *SCHOOL ADMINISTRATION, *STUDENT EVALUATION, *STUDENT RECORDS, *SYSTEMS DEVELOPMENT, ATTENDANCE RECORDS, CALIFORNIA, CURRICULUM PLANNING, DATA ANALYSIS, DEMONSTRATION PROGRAMS, HIGH SCHOOL STUDENTS, PROGRAMING, SACRAMENTO, SCORING,

A COMPREHENSIVE PUPIL PERSONNEL AND CURRICULAR DATA PROCESSING SYSTEM WAS DEVELOPED AND DEMONSTRATED FOR USE OF CALIFORNIA HIGH SCHOOLS. THIS SYSTEM WAS DESIGNED TO SERVE GROUPS OF SCHOOL DISTRICTS THROUGH REGIONAL, DATA PROCESSING CENTERS. THE OVERALL SYSTEMS PLAN, THE NECESSARY PROGRAMING ACTIVITIES, AND A TECHNIQUE FOR MASTER CODING WERE DELINEATED. ELEMENTS OF THE SYSTEM'S DESIGN WERE ORIENTED TOWARD PROVIDING BOTH TEACHING AND ADMINISTRATIVE ASSISTANCE IN REGISTRATION AND SCHEDULING, ATTENDANCE ACCOUNTING, GRADE REPORTING, AND TEST SCORING AND ANALYSIS. THE SYSTEM WAS PROGRAMED TO MAINTAIN CUMULATIVE RECORDS ON MASTER FILE TAPES, AT A REGIONAL DATA CENTER, ON EACH STUDENT IN THE PARTICIPATING SCHOOLS. (JH)

ED 010 619 24

PERCEPTIONS BY ADOLESCENTS OF VARIOUS PROCEDURAL APPROACHES USED IN FILMED COUNSELING SESSIONS.

By- BOWN, OLIVER H. AND OTHERS

TEXAS UNIV., AUSTIN

REPORT NUMBER CRP-3284 PUB DATE 66

REPORT NUMBER BR-5-0546

EDRS PRICE MF-$0.36 HC-$8.12 203P.

DESCRIPTORS- *ADOLESCENTS, *COUNSELING PROGRAMS, *COUNSELORS, *INDIVIDUAL COUNSELING, *TEACHER EVALUATION, ABILITY GROUPING, AGE DIFFERENCES, AUSTIN, FILMS, GRADE 12, GRADE 9, GUIDANCE COUNSELING, PROBLEM SOLVING, PROGRAM EVALUATION, SEX DIFFERENCES, SIMULATION, STUDENT EVALUATION, STUDENT REACTION, TEXAS, WESTCOTT PROBLEM SOLVING SCALE,

SUBJECTS (398) IN THE NINTH AND 12TH GRADES, BOTH MALE AND FEMALE, WERE ASKED TO RATE INITIAL, FILMED COUNSELING SESSIONS AS IF THEY WERE THE COUNSELEE. FIVE DIFFERENT COUNSELING APPROACHES WERE USED IN THE FILMED SESSIONS--(1) ADVICE GIVING - THE COUNSELOR ADVISES THE CLIENT ON A PROGRAM OF ACTION, (2) QUESTIONING - THE COUNSELOR POSES A QUESTION TO THE CLIENT PRIOR TO EACH CLIENT RESPONSE, (3) REFLECTION OF FEELING - THE COUNSELOR RESPONDS WITH FEELING APPROPRIATE TO THE CONTENT OF CLIENT RESPONSES, (4) SUPPORTING - THE COUNSELOR ATTEMPTS TO CONVEY TO THE CLIENT THAT THE CLIENT HAS "WHAT IT TAKES" TO WORK A PROBLEM OUT, AND (5) INFORMATION GIVING - THE COUNSELOR PROVIDES INFORMATION OF A SPECIFIC RELEVANT NATURE TO THE CLIENT. AFTER COMPLETING THE "WESTCOTT PROBLEM SOLVING SCALE," THE SUBJECTS WERE DIVIDED INTO FOUR COGNITIVE GROUPS, BASED UPON THEIR SCORES ON THE INSTRUMENT'S TWO DIMENSIONS--(1) THE AMOUNT OF INFORMATION REQUIRED OR DEMANDED FOR SOLVING THE PROBLEMS AND (2) THE DEGREE OF SUCCESS IN SOLUTION OF THE PROBLEMS. THE GROUPS WERE THUS LOW DEMAND-HIGH SUCCESS, LOW DEMAND-LOW SUCCESS, HIGH DEMAND-HIGH SUCCESS, AND HIGH DEMAND-LOW SUCCESS. ANALYSIS OF DATA OBTAINED FROM COUNSELOR RATING AND COUNSELOR RANKING FORMS (COMPLETED BY ALL SUBJECTS AFTER VIEWING THE FILMED SESSIONS) YIELDED INFORMATION CONCERNING THE PREFERENCES AND REJECTIONS OF THE COUNSELING APPROACHES AMONG THE FOUR COGNITIVE GROUPS. ALL FOUR GROUPS TENDED TO PREFER THE ADVICE GIVING APPROACH AND TO REJECT THE REFLECTION OF FEELING APPROACH. BOTH HIGH DEMAND GROUPS ALSO PREFERRED THE SUPPORTING APPROACH. THE QUESTIONING APPROACH WAS REJECTED BY ALL THE MALES. ALL FEMALES EXCEPT THE HIGH DEMAND-LOW SUCCESS GROUP REJECTED THE INFORMATION-GIVING APPROACH. YOUNGER SUBJECTS TENDED TO RATE BOTH THE ADVICE-GIVING AND SUPPORTING APPROACHES HIGHER THAN OLDER SUBJECTS. (JH)

ED 010 620 24

OCCUPATIONAL TRAINING CENTERS FOR 16-18 YEAR-OLD YOUTH. A DEMONSTRATION PROGRAM FOR POTENTIAL OR ACTUAL DROPOUTS.

By- KAPLAN, LEON L.

LOS ANGELES CITY SCHOOLS, CALIF.

REPORT NUMBER BR-6-2958 PUB DATE JAN 67

GRANT OEG-4-7-062958-0417

EDRS PRICE MF-$0.18 HC-$4.40 110P.

DESCRIPTORS- *DEMONSTRATION CENTERS, *DROPOUT PROGRAMS, *JOB TRAINING, *SKILL CENTERS, *WORK STUDY PROGRAMS, BLUE COLLAR OCCUPATIONS, CALIFORNIA, GENERAL EDUCATION, INDIVIDUALIZED PROGRAMS, JOB SKILLS, LOS ANGELES, ON THE JOB TRAINING, OUT OF SCHOOL YOUTH, PART TIME JOBS, POTENTIAL DROPOUTS, PROGRAM PLANNING, SURVEYS, VOCATIONAL EDUCATION, WHITE COLLAR OCCUPATIONS, WORK EXPERIENCE PROGRAMS,

A SURVEY WAS CONDUCTED TO ASCERTAIN NECESSARY PROCEDURES FOR ESTABLISHING WORK-STUDY PROGRAMS FOR ACTUAL OR POTENTIAL DROPOUTS, AGES 16 AND 17, IN THE LOS ANGELES UNIFIED SCHOOL DISTRICT. THIS SURVEY WAS MADE TO HELP PROVIDE MEANS TO MEET THE CALIFORNIA EDUCATION CODE REQUIREMENTS FOR COMPULSORY CONTINUATION EDUCATION. THE STUDY DETERMINED THAT SUCH PROGRAMS WOULD STRESS INDIVIDUALLY ORIENTED, OCCUPATIONAL TRAINING WITH SUPPORTIVE EMPHASIS ON ACADEMIC SKILLS. A SPECIAL TASK FORCE CONDUCTED THE SURVEY, GATHERING DATA FROM A REVIEW OF PERTINENT LITERATURE AND FROM INTERVIEWS AND CONFERENCES WITH POTENTIAL AND ACTUAL DROPOUTS, SCHOOL DISTRICT PERSONNEL, AND REPRESENTATIVES FROM LABOR, INDUSTRY,

AND GOVERNMENT. AS AN OUTCOME OF THE SURVEY, THE TASK FORCE RECOMMENDED THE ESTABLISHMENT OF TWO DEMONSTRATION CENTERS FOR VOCATIONAL EDUCATION. ONE WOULD TRAIN STUDENTS FOR EMPLOYMENT IN THE AVIATION, ELECTRONICS, AND AEROSPACE INDUSTRIES, AND THE OTHER WOULD PROVIDE TRAINING FOR GOVERNMENTAL AND INDUSTRIAL OFFICE OCCUPATIONS. JOB ORIENTATION, WORK OBSERVATION, AND ON-THE-JOB PAID EXPERIENCE WOULD BE INCLUDED IN THE CURRICULUMS. BOTH CENTERS WOULD OFFER THE OPPORTUNITY TO COMPLETE REQUIREMENTS FOR A HIGH SCHOOL DIPLOMA. (JH)

ED 010 621 24

SOURCES OF EDUCATIONAL CLIMATES IN HIGH SCHOOLS.
By- MCDILL, EDWARD L. AND OTHERS
JOHNS HOPKINS UNIV., BALTIMORE, MD.
REPORT NUMBER CRP-1999 PUB DATE DEC 66
REPORT NUMBER BR-5-0387
CONTRACT OEC-3-10-080
EDRS PRICE MF-$0.54 HC-$16.04 401P.

DESCRIPTORS- *ACADEMIC ASPIRATION, *ENVIRONMENTAL INFLUENCES, *SCHOOL ENVIRONMENT, *SOCIAL ENVIRONMENT, *STUDENT ATTITUDES, BALTIMORE, MARYLAND, NEGRO STUDENTS, PEER RELATIONSHIP, SCHOOL ORGANIZATION, SENIOR HIGH SCHOOLS, SOCIAL ORGANIZATIONS, SOCIAL STRUCTURE, STATISTICAL ANALYSIS, STUDENT BEHAVIOR, STUDENT CHARACTERISTICS, STUDENT SCHOOL RELATIONSHIP,

VARIATIONS IN THE INFORMAL SOCIAL SYSTEMS OF 20 HIGH SCHOOLS, THE SOURCES OF THESE VARIATIONS, AND THE EFFECTS OF SUCH VARIATIONS ON THE ACADEMIC ATTITUDES AND BEHAVIOR OF STUDENTS WERE STUDIED. TWO RELATED ASPECTS OF THE SCHOOL SOCIAL ORGANIZATIONS RECEIVED MAJOR RESEARCH EMPHASIS--(1) THE CHARACTERISTIC GLOBAL DEMANDS, FEATURES, AND EMPHASES OF THE SCHOOL IN TERMS OF RELATIONSHIPS AMONG STUDENTS AND BETWEEN STUDENTS AND STAFF, AND (2) THE EXTENT TO WHICH ADOLESCENT PEER GROUPS EITHER REWARD ACADEMIC EXCELLENCE OR VALUE SOCIAL AND ANTISCHOOL ACTIVITIES. THE SAMPLE CONSISTED OF 20,345 STUDENTS, 1,029 TEACHERS, AND 20 PRINCIPALS. ALL THREE GROUPS COMPLETED SELF-ADMINISTERED QUESTIONNAIRES. IN ADDITION, STUDENTS WERE GIVEN TWO TESTS FROM PROJECT TALENT (FLANAGAN AND OTHERS, 1964) TO MEASURE APTITUDE FOR ABSTRACT REASONING AND ACHIEVEMENT IN MATHEMATICS. OTHER DATA WERE GATHERED FROM PERMANENT STUDENT RECORDS, INCLUDING IQ, GRADE POINT AVERAGE IN ENGLISH, AND ABSENTEEISM. OBTAINED FROM THE DATA GATHERING EXERCISE WERE MEASURES FOR THREE OTHER CLASSES OF VARIABLES--(1) VARIOUS DIMENSIONS OF SCHOOL CLIMATE AND ENVIRONMENT, (2) THE PERSONAL, ACADEMIC BEHAVIORAL, STUDENT ATTRIBUTES OF COLLEGE PREPARATION, PERSONAL VALUES ON INTELLECTUALISM AND ACHIEVEMENT, AND ACADEMIC ACHIEVEMENT IN MATHEMATICS AND ENGLISH, AND (3) SUCH PERSONAL AND BACKGROUND CHARACTERISTICS OF STUDENTS AS SEX, MENTAL APTITUDE, YEAR IN SCHOOL, AND SOCIOECONOMIC STATUS. THE LATTER CLASS OF VARIABLES WAS VIEWED AS A CLASS OF MEDIATING LINKS BETWEEN THE SCHOOL ENVIRONMENT AND THE INDIVIDUAL'S ACADEMIC BEHAVIOR. A SPECIAL STATISTICAL PROCEDURE WAS USED TO ESTABLISH A NUMBER OF RELATIONSHIPS AMONG THE CLASSES OF VARIABLES. A CONCOMITANT SEARCH WAS UNDERTAKEN TO IDENTIFY POTENTIAL SOURCES OF SCHOOL CLIMATE VARIATIONS, AND FINDINGS OF THIS EFFORT WERE (FOR THE MOST PART) NEGATIVE, BUT STILL SIGNIFICANT. A SECONDARY FOCUS OF THE OVERALL RESEARCH WAS AN EXPLORATORY ANALYSIS OF ACADEMIC DIFFERENCES BETWEEN NEGRO AND WHITE STUDENTS IN PREDOMINATELY WHITE HIGH SCHOOLS. (JH)

ED 010 622 24

ATTRITION IN THE LIBERAL ARTS COLLEGE.
By- DYSINGER, WENDELL S. MACKMAN, J. RICHARD
HANOVER COLL., IND.
REPORT NUMBER BR-5-0882 PUB DATE AUG 66
MACMURRAY COLL., JACKSONVILLE, ILL.
REPORT NUMBER CRP-2361
WITTENBERG UNIV., SPRINGFIELD, OHIO
CONTRACT OEC-4-10-169
EDRS PRICE MF-$0.27 HC-$6.04 151P.

DESCRIPTORS- *COLLEGE STUDENTS, HANOVER, *DISCRIMINANT ANALYSIS, *RESEARCH METHODOLOGY, *WITHDRAWAL, ILLINOIS, INDIANA, JACKSONVILLE, OHIO, SPRINGFIELD,

THREE COLLEGES JOINED IN A STUDY OF STUDENT WITHDRAWAL. THE HYPOTHESIS OF THE STUDY PROPOSED THAT SIGNIFICANT DIFFERENCES EXIST AMONG STUDENTS IN THEIR LEVELS OF COMMITMENT TO HIGHER EDUCATION AS THE MAJOR OPPORTUNITY OF POST-HIGH-SCHOOL YEARS. STUDENTS WITH HIGH LEVELS OF COMMITMENT FACE PROBLEMS AND EITHER SOLVE OR TOLERATE THEM, WHILE THOSE WITH LOW LEVELS OF COMMITMENT TEND TO FIND THE SAME PROBLEMS ADEQUATE REASONS FOR WITHDRAWAL. DATA WERE GATHERED FROM SEVERAL SOURCES AND ANALYZED. FOUR CATEGORIES OF STUDENTS (PERSISTERS, TRANSFERS AND RETURNEES, "REAL" VOLUNTARY DROPS, AND ACADEMIC DROPS) WERE DISCRIMINATED RELIABLY AND IN MEANINGFUL TERMS BY MULTIPLE DISCRIMINANT ANALYSIS. ATTRITION-PRONE STUDENTS WERE IDENTIFIED FROM THE RESULTS IN A REASONABLY HIGH PERCENTAGE OF THE CASES. (TC)

ED 010 623 08

TECHNIQUES FOR SELECTING AND PRESENTING OCCUPATIONAL INFORMATION TO HIGH SCHOOL STUDENTS. PLANNING AND DEVELOPMENT OF RESEARCH PROGRAMS IN SELECTED AREAS OF VOCATIONAL EDUCATION, VOLUME I.
By- BRIGGS, LESLIE J. NORRIS, ELEANOR L.
AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES
REPORT NUMBER BR-5-0047-1 PUB DATE 30 NOV 66
REPORT NUMBER ERD-259-1
REPORT NUMBER AIR-E72-11-66-FR-VOL-1
CONTRACT OEC-5-85-106
EDRS PRICE MF-$0.09 HC-$0.92 23P.

DESCRIPTORS- *CAREER CHOICE, *EMPLOYMENT OPPORTUNITIES, *INDIVIDUAL DEVELOPMENT, *OCCUPATIONAL INFORMATION, *SECRETARIES, *VOCATIONAL COUNSELING, CALIFORNIA, CAREER PLANNING, HIGH SCHOOL STUDENTS, INFORMATION UTILIZATION, MATERIAL DEVELOPMENT, OCCUPATIONAL GUIDANCE, PALO ALTO, PILOT PROJECTS, SEX DIFFERENCES, STUDENT NEEDS,

AS AN INITIAL STEP TOWARD IMPROVEMENT IN SELECTING AND DEVELOPING TYPES OF OCCUPATIONAL INFORMATION NEEDED BY HIGH SCHOOL STUDENTS, AS WELL AS IMPROVEMENT OF THE FORMAT BY WHICH SUCH INFORMATION IS PRESENTED, AN EXPERIMENTAL DRAFT OF OCCUPATIONAL INFORMATION MATERIALS WAS PREPARED AND EVALUATED. THESE PILOT MATERIALS WERE DESIGNED FOR USE IN CAREER PLANNING FOR ONE PARTICULAR JOB FAMILY, THE SECRETARIAL VOCATIONS. THREE BOOKLETS WERE PREPARED, ENTITLED "WOMEN'S PLACE IN TODAY'S WORLD OF WORK," "ENTRY JOBS LEADING TO THE POSITION OF SECRETARY," AND "WHAT IT'S LIKE TO BE A

SECRETARY.* IN ADDITION, THESE BOOKLETS CORRESPONDED RESPECTIVELY TO STUDENT NEEDS AT THREE DIFFERENT STAGES OF INDIVIDUAL DEVELOPMENT--(1) THE NEED TO REALISTICALLY PERCEIVE THE PLACE OF BOTH SEXES IN RELATION TO THE WORKING WORLD, (2) THE NEED FOR AWARENESS OF THE WIDE RANGE OF JOB FAMILIES WHICH ONE MIGHT ENTER, AND (3) THE NEED TO SELECT A SPECIFIC EDUCATIONAL OR TRAINING PROGRAM FOR A PARTICULAR ENTRY JOB IN WHICH ONE IS INTERESTED. AFTER A BRIEF TRYOUT OF THE MATERIALS (INTERVIEWING AND TESTING SELECTED STUDENTS), THE BOOKLETS WERE REVISED TO IMPROVE THEIR FORMAT OF PRESENTATION. ADDITIONAL RESEARCH WAS RECOMMENDED FOR IDENTIFYING IMPROVED CONTENT AND TECHNIQUES TO BE USED IN PRESENTING SIMILAR OCCUPATIONAL INFORMATION ABOUT OTHER JOBS OR OTHER JOB FAMILIES. RELATED REPORTS ARE ED 010 624 THROUGH ED 010 626. (JH)

ED 010 624 08

SOURCE DATA ON PERCEPTIONS OF PARENTS AND CHILDREN REGARDING CAREER PLANNING. PLANNING AND DEVELOPMENT OF RESEARCH PROGRAMS IN SELECTED AREAS OF VOCATIONAL EDUCATION, VOLUME II.

BY- NORRIS, ELEANOR L. SHERMAN, VIVIAN S.

AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES

REPORT NUMBER BR-5-0047-2 PUB DATE 30 NOV 66

REPORT NUMBER ERD-259-2

REPORT NUMBER AIR-E72-11-66-FR-VOL-2

CONTRACT OEC-5-85-106

EDRS PRICE MF-$0.36 HC-$8.72 218P.

DESCRIPTORS- *CAREER PLANNING, *PARENT CHILD RELATIONSHIP, *PARENT ROLE, *VOCATIONAL INTERESTS, *WORK ATTITUDES, CALIFORNIA, CAREER CHOICE, COMPARATIVE STATISTICS, EDUCATIONAL PLANNING, PALO ALTO, PARENT INFLUENCE, QUESTIONNAIRES,

RESPONSES TO A QUESTIONNAIRE DEVELOPED TO GATHER DATA ON PLANS, ATTITUDES, INTERESTS, AND ASPIRATIONS OF STUDENTS AND PARENTS RELEVANT TO CAREER PLANNING WERE PRESENTED. THE QUESTIONNAIRE WAS ADMINISTERED TO 404 BOYS AND GIRLS (GRADES 6, 8, 10, AND 12) AND THEIR PARENTS. THE GATHERED DATA WERE COMPARED TO SHOW THE INFLUENCE OF PARENTS ON THEIR CHILDREN'S CAREER THINKING AND THE AGREEMENT AND DISAGREEMENT BETWEEN PARENTS AND CHILDREN ON A NUMBER OF ITEMS RELATED TO VOCATIONAL PLANNING. HIGH AGREEMENT WAS FOUND BETWEEN PARENTS AND CHILDREN ON QUESTIONS DEALING WITH THE NEED OR DESIRE FOR PARENTAL HELP AND INVOLVEMENT. CONVERSELY, LOW AGREEMENT WAS FOUND ON SEVERAL ITEMS WHICH REQUIRED CONCRETE INFORMATION ABOUT THE CHILD'S CAREER AND EDUCATIONAL PLANS AND ABOUT ATTRIBUTES OF THE CHILD WHICH SUIT HIM FOR A PARTICULAR OCCUPATION. THERE WAS ALSO LITTLE AGREEMENT ABOUT PERSONS AND EVENTS WHICH INFLUENCE THE CHILD IN HIS CAREER THINKING. THE IMPLICATIONS OF ATTITUDES OF PARENTS AND CHILDREN TOWARD SOME EDUCATIONAL-VOCATIONAL RELATED CONCEPTS WERE DISCUSSED. RELATED REPORTS ARE ED 010 623 THROUGH ED 010 626. (JH)

ED 010 625 08

GUIDANCE CURRICULUM FOR INCREASED SELF-UNDERSTANDING AND MOTIVATION FOR CAREER PLANNING. PLANNING AND DEVELOPMENT OF RESEARCH PROGRAMS IN SELECTED AREAS OF VOCATIONAL EDUCATION, VOLUME III.

BY- SHERMAN, VIVIAN S.

AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES

REPORT NUMBER BR-5-0047-3 PUB DATE 30 NOV 66

REPORT NUMBER ERD-259-3

REPORT NUMBER AIR-E72-11-66-FR-VOL-3

CONTRACT OEC-5-85-106

EDRS PRICE MF-$0.09 HC-$0.72 18P.

DESCRIPTORS- *CAREER PLANNING, *CURRICULUM DEVELOPMENT, *GUIDANCE PROGRAMS, *MOTIVATION, *SELF CONCEPT, CALIFORNIA, DECISION MAKING SKILLS, EXPERIMENTAL CURRICULUM, IDENTIFICATION, INSTRUCTIONAL INNOVATION, JUNIOR HIGH SCHOOL STUDENTS, LEARNING EXPERIENCE, PALO ALTO, PEER GROUPS, RESEARCH METHODOLOGY,

THE METHODOLOGY USED IN DEVELOPING EXPERIMENTAL CURRICULUM MATERIALS (ED 010 626) FOR AN INNOVATIVE GUIDANCE PROGRAM IN CAREER PLANNING WAS PRESENTED. RESEARCH DATA, GATHERED DURING A QUESTIONNAIRE SURVEY OF STUDENT ATTITUDES AND INTERESTS RELEVANT TO CAREER PLANNING, WERE USED FOR THE CURRICULUM CONTENT. THE CONTENT FORMAT WAS ORGANIZED TO PROVIDE A FRAMEWORK OF RELEVANT AND MEANINGFUL INFORMATION FOR YOUTHS TO USE IN GAINING PERSPECTIVE ON THEMSELVES AND IN ACQUIRING APPRECIATION AND UNDERSTANDING OF THE DECISION-MAKING PROCESSES INVOLVED IN CAREER PLANNING. THE THEORETICAL CONSTRUCT OF DEVELOPMENTAL TASKS (TRYON AND LILIENTHAL, 1950) WAS USED AS ONE BASIS FOR CURRICULUM PLANNING. A TAXONOMY FOR EDUCATIONAL OBJECTIVES IN THE AFFECTIVE DOMAIN (KRATHWOHL AND OTHERS, 1964) WAS USED FOR DEFINING CURRICULUM OBJECTIVES, THE NATURE OF DESIRED LEARNING EXPERIENCES, AND MEANS OF EVALUATION. ALTHOUGH THE CURRICULUM WAS DEVELOPED FOR JUNIOR HIGH SCHOOL GUIDANCE SESSIONS, A PRELIMINARY TRYOUT INDICATED THAT IT COULD BE READILY ADAPTED FOR USE WITH UPPER ELEMENTARY AND SENIOR HIGH SCHOOL STUDENTS AS WELL. STUDENTS EXPOSED TO THE CURRICULUM DURING THE TRYOUT APPEARED TO (1) RESPOND FAVORABLY TO THE NOVELTY OF CONTENT, AS IT WAS DIRECTLY RELATED TO THEIR PLANS AND PERSONAL CONCERNS, AND (2) USE AN OPEN-ENDED, SCIENTIFIC APPROACH IN RELATING THE CONTENT TO THEIR OWN EXPERIENCE. RELATED REPORTS ARE ED 010 623 THROUGH ED 010 626. (JH)

ED 010 626 08

GUIDANCE CURRICULUM FOR INCREASED SELF-UNDERSTANDING AND MOTIVATION FOR CAREER PLANNING. PLANNING AND DEVELOPMENT OF RESEARCH PROGRAMS IN SELECTED AREAS OF VOCATIONAL EDUCATION, VOLUME III, APPENDIX.

BY- SHERMAN, VIVIAN S.

AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES

REPORT NUMBER BR-5-0047-3-APP PUB DATE 30 NOV 66

REPORT NUMBER ERD-259-3-APP

REPORT NUMBER AIR-E72-11-66-FR-VOL-3-APP

CONTRACT OEC-5-85-106

EDRS PRICE MF-$0.36 HC-$9.52 238P.

DESCRIPTORS- *CAREER PLANNING, *EXPERIMENTAL CURRICULUM, *GUIDANCE PROGRAMS, *MOTIVATION, *SELF CONCEPT, CALIFORNIA, CURRICULUM DEVELOPMENT, DECISION MAKING SKILLS, GRAPHS, IDENTIFICATION, INSTRUCTIONAL INNOVATION, INSTRUCTIONAL MATERIALS, JUNIOR HIGH SCHOOL STUDENTS, LEARNING EXPERIENCE, PALO ALTO, PEER GROUPS,

EXPERIMENTAL MATERIALS THAT WERE DEVELOPED FOR THE VOCATIONAL GUIDANCE OF JUNIOR HIGH SCHOOL STUDENTS WERE PRESENTED IN THIS APPENDIX TO ED 010 625. THESE MATERIALS

WERE PLANNED TO ENABLE STUDENTS TO THOROUGHLY AND SYSTEMATICALLY EXPLORE THEIR OWN SELF-PERCEPTIONS, ATTITUDES, PERSONAL VALUES, ACHIEVEMENT, ABILITIES, AND DIVERSE CAREER POSSIBILITIES. DEVELOPMENT OF THE MATERIALS WAS GUIDED BY THE HOPE THAT THEY WOULD ENABLE THE STUDENTS TO EMERGE FROM LEARNING EXPERIENCES WITH CLEARER CONCEPTIONS OF WHO THEY ARE AND WHERE THEY ARE GOING. SAMPLE STUDENT WORK SHEETS, QUESTIONNAIRES, AND READING AND WRITING MATERIALS WERE INCLUDED FOR ALL LESSONS. THE QUESTIONNAIRE RESPONSES OF APPROXIMATELY 100 BOYS AND GIRLS (GRADES 6, 8, 10, AND 12) WERE PRESENTED IN GRAPH FORM TO ALLOW STUDENTS USING THESE STUDY MATERIALS TO LOOK AT THE CAREER PLANS AND ATTITUDES OF A SAMPLE OF THEIR PEERS WHILE SIMULTANEOUSLY VIEWING AND EVALUATING THEIR OWN. ALTHOUGH DEVELOPED FOR USE WITH JUNIOR HIGH SCHOOL STUDENTS, THE AUTHOR SUGGESTED THE MATERIALS WERE ALSO SUITABLE FOR USE BY STUDENTS IN THE UPPER ELEMENTARY GRADES OR AT THE SENIOR HIGH SCHOOL LEVEL. INCLUDED WITH THE MATERIALS WERE TEACHING GUIDELINES AND EVALUATION SHEETS FOR A RECOMMENDED FOLLOWUP EVALUATION OF THE EMPIRICAL EFFECTS OF THE CURRICULUM MATERIALS. RELATED REPORTS ARE ED 010 623 THROUGH ED 010 629. (JH)

ED 010 627 24

IDENTIFICATION AND DEFINITION OF SUBJECT-MATTER CONTENT VARIABLES RELATED TO HUMAN APTITUDES, VOLUME 1.

BY- KROPP, RUSSELL P. AND OTHERS
FLORIDA ST. UNIV., TALLAHASSEE, INST. OF HUMAN LNG

REPORT NUMBER CRP-2914-1 PUB DATE JAN 67
REPORT NUMBER BR-5-0326-1
CONTRACT OEC-5-10-297
EDRS PRICE MF-$0.36 HC-$9.40 235P.

DESCRIPTORS- *APTITUDE, *INDIVIDUALIZED PROGRAMS, *INSTRUCTIONAL DESIGN, *INSTRUCTIONAL MATERIALS, *LEARNING THEORIES, ACADEMIC ACHIEVEMENT, AUDIOVISUAL AIDS, CHEMISTRY INSTRUCTION, COGNITIVE ABILITY, CONCEPT TEACHING, FLORIDA, INSTRUCTIONAL IMPROVEMENT, LEARNING DIFFICULTIES, MATERIAL DEVELOPMENT, MATHEMATICS INSTRUCTION, REDUNDANCY, SET THEORY, TALLAHASSEE, TEACHING METHODS, VOCABULARY DEVELOPMENT,

AN EXPLORATORY STUDY WAS CONDUCTED ON THE INTERACTION BETWEEN COGNITIVE APTITUDES AND VARIED INSTRUCTIONAL TREATMENTS (TEACHING MATERIALS AND TEACHER METHODS) TO DETERMINE IF LEARNING DIFFICULTIES COULD BE SIGNIFICANTLY MINIMIZED BY ALTERING THE CONTENT OF INSTRUCTIONAL TREATMENTS TO FIT THE COGNITIVE APTITUDE PATTERNS OF INDIVIDUAL LEARNERS. THE AUTHORS SUGGESTED THAT ACHIEVEMENT OF THE STUDENT WOULD BE DIRECTLY RELATED TO THE CONGRUENCE BETWEEN HIS PATTERN OF APTITUDES AND THE "FORM OF CONTENT" OF THE MATERIAL TO BE LEARNED. TO SUBSTANTIATE THIS CONTENTION, A PROGRAM OF HIGHLY SIMPLIFIED STUDIES WAS STRUCTURED AND CONDUCTED. SEVEN SERIES OF STUDIES WERE UNDERTAKEN AMONG DIFFERENT GRADE LEVELS--(1) "FORM OF CONTENT" VARIABLES IN EXISTING TEXTUAL MATERIALS WERE IDENTIFIED, (2) REDUNDANCY AS A "FORM OF CONTENT" VARIABLE WAS EXAMINED, INCLUDING REDUNDANCY LEVELS AND COGNITIVE APTITUDES RELATED TO REDUNDANCY, (3) MATERIALS ON SET THEORY CONCEPTS WERE DEVELOPED AND TAUGHT, EMPHASIZING THE APTITUDE COMBINATIONS OF VERBAL-DEDUCTIVE, VERBAL-INDUCTIVE, FIGURAL-DEDUCTIVE, AND FIGURAL-INDUCTIVE, (4) ACHIEVEMENT OF STUDENTS IN CHEMISTRY WAS RELATED TO SIMILARITIES OF TEACHER AND STUDENT APTITUDE PATTERNS WHEN GENERAL ABILITY WAS HELD CONSTANT, (5) PERFORMANCE ON VERBAL AND FIGURAL CONCEPT ATTAINMENT TASKS, PRESENTED BY EITHER COMPUTER-ASSISTED INSTRUCTION OR BY A HUMAN EXPERIMENTOR, WAS RELATED TO APTITUDE VARIABLES BELIEVED TO BE RELEVANT TO THE TASKS, (6) INTERACTIONS OF APTITUDE AND INSTRUCTION IN VOCABULARY LEARNING WERE STUDIED, AND (7) THE EFFECTS OF SYMBOLIC AND SEMANTIC CONTENT ON THE LEARNING OF MATHEMATICAL OPERATIONS WERE ANALYZED. RESULTS OF THESE STUDIES DEMONSTRATED THE FEASIBILITY OF CONTROLLING APTITUDE-INSTRUCTION INTERACTIONS TO ENHANCE LEARNING IN A VARIETY OF SUBJECT-MATTER AREAS AND AT DIFFERENT AGE AND GRADE LEVELS. RELATED INFORMATION MAY BE FOUND IN ED 010 628. (JH)

ED 010 628 24

IDENTIFICATION AND DEFINITION OF SUBJECT-MATTER CONTENT VARIABLES RELATED TO HUMAN APTITUDES, VOLUME II, APPENDICES.

BY- KROPP, RUSSELL P. AND OTHERS
FLORIDA ST. UNIV., TALLAHASSEE, INST. OF HUMAN LNG

REPORT NUMBER CRP-2914-2 PUB DATE JAN 67
REPORT NUMBER BR-5-0326-2
CONTRACT OEC-5-10-297
EDRS PRICE MF-$0.45 HC-$11.12 278P.

DESCRIPTORS- *INSTRUCTIONAL MATERIALS, *MATHEMATICS INSTRUCTION, *REDUNDANCY, *SET THEORY, *VOCABULARY DEVELOPMENT, APTITUDE, COGNITIVE ABILITY, FLORIDA, INDIVIDUALIZED PROGRAMS, INSTRUCTIONAL DESIGN, LEARNING DIFFICULTIES, LEARNING THEORIES, TALLAHASSEE,

THE SETS OF INSTRUCTIONAL MATERIALS PRESENTED IN THIS VOLUME WERE DESIGNED TO CALL INTO THE LEARNING SITUATION THE MOST HIGHLY DEVELOPED COGNITIVE APTITUDES OF INDIVIDUAL STUDENTS. THE ASSUMPTION BEHIND THEIR DESIGN WAS THAT LEARNING DIFFICULTIES IN VARIOUS SUBJECT-MATTER AREAS COULD BE MINIMIZED BY ALTERING THE CONTENT OF TEXTUAL MATERIAL TO FIT THE INDIVIDUAL'S APTITUDE PATTERN. FOUR SETS OF DATA ARE INCLUDED--(1) MATERIALS FOR REDUNDANCY STUDIES (REDUNDANCY IN TEXTUAL MATERIAL), (2) LEARNING MATERIALS AND TESTS FOR STUDIES OF ELEMENTARY SET CONCEPTS, (3) MATERIALS AND TESTS FOR VOCABULARY LEARNING STUDIES, AND (4) LEARNING MATERIALS FOR MATHEMATICAL OPERATIONS STUDIES. RELATED INFORMATION MAY BE FOUND IN ED 010 627. (JH)

ED 010 629 08

LEADERSHIP DEVELOPMENT SEMINAR ON VOCATIONAL-TECHNICAL EDUCATION, MAY 31-JUNE 10, 1966. FINAL REPORT.

BY- GREEN, KINSEY AND OTHERS
MARYLAND UNIV., COLLEGE PARK

REPORT NUMBER BR-6-2188-SEMINAR-1 PUB DATE 66
GRANT OEG-2-6-062188-0732
EDRS PRICE MF-$0.27 HC-$5.76 144P.

DESCRIPTORS- *ADMINISTRATIVE PERSONNEL, *EDUCATIONAL LEGISLATION, *SEMINARS, *SUPERVISORY METHODS, *VOCATIONAL EDUCATION, COLLEGE PARK, COMMUNITY PROGRAMS, COOPERATIVE PLANNING, CURRICULUM DEVELOPMENT, DEVELOPMENTAL TASKS, EDUCATIONAL FACILITIES, EDUCATIONAL RESEARCH, EVALUATION METHODS, FEDERAL PROGRAMS, HISTORICAL REVIEWS, LEADERSHIP, MARYLAND, SKILL DEVELOPMENT, STATE PROGRAMS, TEACHER EDUCATION, VOCATIONAL COUNSELING,

A 2-WEEK, LEADERSHIP DEVELOPMENT SEMINAR WAS HELD MAY

31-JUNE 10, 1966, AT THE UNIVERSITY OF MARYLAND FOR SELECTED FEDERAL, STATE, AND LOCAL EDUCATORS WHO HAVE RESPONSIBILITY FOR VOCATIONAL-TECHNICAL EDUCATION PROGRAMS. THE AGENDA AND PROCEDURES OF THIS SEMINAR WERE ESENTIALLY THE SAME AS THOSE USED AT THE VOCATIONAL-TECHNICAL EDUCATION LEADERSHIP DEVELOPMENT SEMINARS HELD AT THE UNIVERSITY OF MARYLAND (JULY 11-22, 1966) AND AT THE TAHOE ALUMNI CENTER, CALIFORNIA (JULY 25-AUGUST 5, 1966). THE OBJECTIVES OF THE SEMINAR WERE TO PRESENT INFORMATION CONCERNING VOCATIONAL EDUCATION PROGRAMS AND PROCEDURES AND TO PROVIDE OPPORTUNITIES FOR PARTICIPANTS TO OBSERVE AND PRACTICE SPECIFIC LEADERSHIP SKILLS. A TOTAL OF 55 DELEGATES WERE SELECTED ON A QUOTA BASIS, UPON RECOMMENDATION BY THE RESPECTIVE STATE DIRECTOR OF VOCATIONAL-TECHNICAL EDUCATION, TO PARTICIPATE IN THE SEMINAR. TOPICS ON THE SEMINAR'S AGENDA INCLUDED HISTORY OF VOCATIONAL-TECHNICAL EDUCATION, LEADERSHIP-ADMINISTRATIVE-SUPERVISORY IMPLICATIONS OF VOCATIONAL-TECHNICAL EDUCATION LEGISLATION, DEVELOPMENT AND USE OF ADMINISTRATIVE-SUPERVISORY AND LEADERSHIP SKILLS, THE WORLD OF WORK, PROJECTED STATE PLANS, COUNSELING AND OTHER SUPPORTIVE SERVICES, PRE- AND IN-SERVICE TEACHER EDUCATION, EQUIPMENT AND FACILITIES, RESEARCH AND PILOT PROJECTS, CURRICULUM DEVELOPMENT, COORDINATION OF ACTIVITIES WITH OTHER AGENCIES, EVALUATION OF PROGRESS, AND STATE AND LOCAL SUPERVISION. EVALUATION OF THE SEMINAR WAS ACHIEVED THROUGH PARTICIPANT PRE- AND POST-QUESTIONNAIRES, GROUP DISCUSSION, AND PERSONAL INTERVIEWS. RELATED REPORTS ARE ED 010 630 AND ED 010 631. (JH)

ED 010 630 08

LEADERSHIP DEVELOPMENT SEMINAR ON VOCATIONAL-TECHNICAL EDUCATION, JULY 11-JULY 22, 1966. FINAL REPORT.

BY- GREEN, KINSEY AND OTHERS
MARYLAND UNIV., COLLEGE PARK

REPORT NUMBER BR-6-2188-SEMINAR-2 PUB DATE 66
GRANT OEG-2-6-062188-0732
EDRS PRICE MF-$0.27 HC-$6.48 162P.

DESCRIPTORS- *ADMINISTRATIVE PERSONNEL, *EDUCATIONAL LEGISLATION, *SEMINARS, *SUPERVISORY METHODS, *VOCATIONAL EDUCATION, COLLEGE PARK, COMMUNITY PROGRAMS, COOPERATIVE PLANNING, CURRICULUM DEVELOPMENT, DEVELOPMENTAL TASKS, EDUCATIONAL FACILITIES, EDUCATIONAL RESEARCH, EVALUATION METHODS, FEDERAL PROGRAMS, HISTORICAL REVIEWS, LEADERSHIP, MARYLAND, SKILL DEVELOPMENT, STATE PROGRAMS, TEACHER EDUCATION, VOCATIONAL COUNSELING,

A 2-WEEK, LEADERSHIP DEVELOPMENT SEMINAR WAS HELD JULY 11-22, 1966, AT THE UNIVERSITY OF MARYLAND FOR SELECTED FEDERAL, STATE, AND LOCAL EDUCATORS WHO HAVE RESPONSIBILITY FOR VOCATIONAL-TECHNICAL EDUCATION PROGRAMS. THE AGENDA AND PROCEDURES OF THIS SEMINAR WERE ESSENTIALLY THE SAME AS THOSE USED AT OTHER VOCATIONAL-TECHNICAL EDUCATION LEADERSHIP DEVELOPMENT SEMINARS HELD AT THE UNIVERSITY OF MARYLAND (MAY 31-JUNE 10, 1966) AND AT THE TAHOE ALUMNI CENTER, CALIFORNIA (JULY 25-AUGUST 5, 1966). THE OBJECTIVES OF THE SEMINAR WERE TO PRESENT INFORMATION CONCERNING VOCATIONAL EDUCATION PROGRAMS AND PROCEDURES AND TO PROVIDE OPPORTUNITIES FOR PARTICIPANTS TO OBSERVE AND PRACTICE SPECIFIC LEADERSHIP SKILLS. A TOTAL OF 62 DELEGATES WERE SELECTED ON A QUOTA BASIS, UPON RECOMMENDATION BY THE RESPECTIVE STATE DIRECTOR OF VOCATIONAL-TECHNICAL EDUCATION, TO PARTICIPATE IN THE SEMINAR. TOPICS ON THE SEMINAR'S AGENDA INCLUDED HISTORY OF VOCATIONAL-TECHNICAL EDUCATION, LEADERSHIP-ADMINISTRATIVE-SUPERVISORY IMPLICATIONS OF VOCATIONAL-TECHNICAL EDUCATION LEGISLATION, DEVELOPMENT AND USE OF ADMINISTRATIVE-SUPERVISORY AND LEADERSHIP SKILLS, THE WORLD OF WORK, PROJECTED STATE PLANS, COUNSELING AND OTHER SUPPORTIVE SERVICES, PRE- AND IN-SERVICE TEACHER EDUCATION, EQUIPMENT AND FACILITIES, RESEARCH AND PILOT PROJECTS, CURRICULUM DEVELOPMENT, COORDINATION OF ACTIVITIES WITH OTHER AGENCIES, EVALUATION OF PROGRESS, AND STATE AND LOCAL SUPERVISION. EVALUATION OF THE SEMINAR WAS ACHIEVED THROUGH PARTICIPANT PRE- AND POST-QUESTIONNAIRES, GROUP DISCUSSION, AND PERSONAL INTERVIEWS. RELATED REPORTS ARE ED 010 629 THROUGH ED 010 631. (JH)

ED 010 631 08

LEADERSHIP DEVELOPMENT SEMINAR ON VOCATIONAL-TECHNICAL EDUCATION, JULY 25-AUGUST 5, 1966. FINAL REPORT.

BY- GREEN, KINSEY AND OTHERS
MARYLAND UNIV., COLLEGE PARK

REPORT NUMBER BR-6-2188-SEMINAR-3 PUB DATE 66
GRANT OEG-2-6-062188-0732
EDRS PRICE MF-$0.27 HC-$6.40 160P.

DESCRIPTORS- *ADMINISTRATIVE PERSONNEL, *EDUCATIONAL LEGISLATION, *SEMINARS, *SUPERVISORY METHODS, *VOCATIONAL EDUCATION, CALIFORNIA, COLLEGE PARK, COMMUNITY PROGRAMS, COOPERATIVE PLANNING, CURRICULUM DEVELOPMENT, DEVELOPMENTAL TASKS, EDUCATIONAL FACILITIES, EDUCATIONAL RESEARCH, EVALUATION METHODS, FEDERAL PROGRAMS, HISTORICAL REVIEWS, LEADERSHIP, MARYLAND, SKILL DEVELOPMENT, STATE PROGRAMS, TAHOE CITY, TEACHER EDUCATION, VOCATIONAL COUNSELING,

A 2-WEEK, LEADERSHIP DEVELOPMENT SEMINAR WAS HELD JULY 25-AUGUST 5, 1966, AT TAHOE CITY, CALIFORNIA, FOR SELECTED FEDERAL, STATE, AND LOCAL EDUCATORS WHO HAVE RESPONSIBILITY FOR VOCATIONAL-TECHNICAL EDUCATION PROGRAMS. THE AGENDA AND PROCEDURES OF THIS SEMINAR WERE ESSENTIALLY THE SAME AS THOSE USED AT THE VOCATIONAL-TECHNICAL EDUCATION LEADERSHIP DEVELOPMENT SEMINARS HELD AT THE UNIVERSITY OF MARYLAND MAY 31-JUNE 10, 1966, AND JULY 11-22, 1966. THE OBJECTIVES OF THE SEMINAR WERE TO PRESENT INFORMATION CONCERNING VOCATIONAL EDUCATION PROGRAMS AND PROCEDURES AND TO PROVIDE OPPORTUNITIES FOR PARTICIPANTS TO OBSERVE AND PRACTICE SPECIFIC LEADERSHIP SKILLS. A TOTAL OF 48 DELEGATES WERE SELECTED ON A QUOTA BASIS, UPON RECOMMENDATION BY THE RESPECTIVE STATE DIRECTOR OF VOCATIONAL-TECHNICAL EDUCATION, TO PARTICIPATE IN THE SEMINAR. TOPICS ON THE SEMINAR'S AGENDA INCLUDED HISTORY OF VOCATIONAL-TECHNICAL EDUCATION, LEADERSHIP-ADMINISTRATIVE-SUPERVISORY IMPLICATIONS OF VOCATIONAL-TECHNICAL EDUCATION LEGISLATION, DEVELOPMENT AND USE OF ADMINISTRATIVE-SUPERVISORY AND LEADERSHIP SKILLS, THE WORLD OF WORK, PROJECTED STATE PLANS, COUNSELING AND OTHER SUPPORTIVE SERVICES, PRE- AND IN-SERVICE TEACHER EDUCATION, EQUIPMENT AND FACILITIES, RESEARCH AND PILOT PROJECTS, CURRICULUM DEVELOPMENT, COORDINATION OF ACTIVITIES WITH OTHER AGENCIES, EVALUATION OF PROGRESS, AND STATE AND LOCAL SUPERVISION. EVALUATION OF THE SEMINAR WAS ACHIEVED THROUGH PARTICIPANT PRE- AND POST-QUESTIONNAIRES, GROUP DISCUSSION, AND PERSONAL INTERVIEWS. RELATED REPORTS ARE ED 010 629 AND ED 010 630. (JH)

ED 010 632 24
A COMPARISON OF VARIOUS TECHNIQUES FOR THE DISSEMINATION OF A NEW SCIENCE CURRICULUM IN FLORIDA.
BY- WESTMEYER, PAUL AND OTHERS
FLORIDA ST. UNIV., TALLAHASSEE
REPORT NUMBER BR-5-0651 PUB DATE MAR 67
REPORT NUMBER CRP-D-207
CONTRACT OEC-6-10-046
EDRS PRICE MF-$0.27 HC-$6.00 150P.

DESCRIPTORS- *EFFECTIVE TEACHING, *INSERVICE COURSES, *PRIMARY EDUCATION, *SCIENCE CURRICULUM, *TEACHER EDUCATION, AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE TALLAHASSEE, AUTOINSTRUCTIONAL METHODS, COMPARATIVE ANALYSIS, FLORIDA, INFORMATION DISSEMINATION, INSERVICE TEACHER EDUCATION, INSTITUTE TYPE COURSES, KINDERGARTEN, SCIENCE INSTRUCTION,

THREE APPROACHES TO INSERVICE TEACHER EDUCATION WERE EXAMINED TO DETERMINE WHICH WAS MOST EFFECTIVE IN PREPARING TEACHERS TO USE A NEW CURRICULUM IN SCIENCE. THE CURRICULUM, "SCIENCE - A PROCESS APPROACH," HAD BEEN DEVELOPED THROUGH EFFORTS OF THE AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE FOR SCIENCE INSTRUCTION IN GRADES K-3. THE THREE METHODS OF TEACHER EDUCATION STUDIED WERE--(1) A SUMMER INSTITUTE, (2) A YEAR-LONG INSERVICE COURSE, AND (3) SELF-INSTRUCTION THROUGH THE USE OF A TEACHER MANUAL. OF THE APPROXIMATELY 620 TEACHERS WHO RECEIVED INSTRUCTION IN THIS PROJECT, 90 WERE SELECTED AS SUBJECTS FOR STUDY, AND 30 ADDITIONAL TEACHERS WERE SELECTED FOR A CONTROL GROUP. THIS CONTROL GROUP DID NOT RECEIVE ANY INSERVICE TRAINING NOR TEACH THE "PROCESS APPROACH." EVALUATION WAS CARRIED OUT USING THREE TECHNIQUES--(1) TESTING A RANDOM SAMPLE OF STUDENTS IN THE CLASSES OF PARTICIPATING TEACHERS (FOUR STUDENTS IN EACH CLASS), (2) OBSERVING THE INTERACTIONS IN CLASSES OF PARTICIPATING TEACHERS, AND (3) USING A QUESTIONNAIRE TO ASSESS TEACHER ATTITUDES AND OPINIONS. THE INSTRUMENT USED TO TEST STUDENTS WAS DESIGNED TO MEASURE ACHIEVEMENT ON THE PROCESSES TAUGHT IN THE "PROCESS APPROACH" OF MEASURING, CLASSIFYING, COMMUNICATING, PREDICTING, USING SPACE-TIME RELATIONS, INFERRING, USING NUMBERS, AND OBSERVING. RESULTS FROM ALL EVALUATIONS INDICATED SUPERIORITY OF THE YEAR-LONG INSERVICE COURSE FOR TEACHER EDUCATION. STUDENTS OF TEACHERS IN THE INSERVICE COURSE GROUP ACHIEVED HIGHER ON OVERALL BASES AND REQUIRED LESS DIRECT TEACHER INTERVENTION FOR LEARNING. TEACHERS IN THIS GROUP WERE MORE WILLING TO EXPAND, MODIFY, AND APPLY THE NEW CURRICULUM MATERIALS. (JH)

ED 010 633 64
MEDIA, CREATIVITY, AND CHANGE.
BY- BECK, LESTER F.
OREGON STATE SYSTEM OF HIGHER EDUCATION, MONMOUTH
REPORT NUMBER NDEA-VIIB-534 PUB DATE 66
REPORT NUMBER BR-5-0265
GRANT OEG-5-16-036
EDRS PRICE MF-$0.09 HC-$0.72 18P.

DESCRIPTORS- *COGNITIVE ABILITY, *CREATIVE THINKING, *CREATIVITY, *INSTRUCTIONAL INNOVATION, *INSTRUCTIONAL MATERIALS, CONFERENCES, CREATIVE TEACHING, EDUCATIONAL CHANGE, EDUCATIONAL ENVIRONMENT, FILMS, INDEPENDENT STUDY, LEARNING, MASS MEDIA, MONMOUTH, OREGON, ORIENTATION, PRODUCTIVE THINKING, TELEVISED INSTRUCTION,

A MOTION PICTURE SCRIPT, SUMMARIZING THE RESULTS OF SEVERAL CONFERENCES ON CREATIVITY, WAS PREPARED FOR USE IN AN EDUCATIONAL TELEVISION FILM. VARIOUS TOPICS WERE DISCUSSED BRIEFLY IN THE SCRIPT, INCLUDING (1) THE RELATIONSHIP BETWEEN INTELLIGENCE AND CREATIVITY, (2) THE CONSCIOUS AND UNCONSCIOUS FACETS OF CREATIVE ABILITY AND THEIR MEASUREMENT, (3) THE CREATIVE EDUCATIONAL ENVIRONMENT AND ITS TECHNIQUES OF TEAM TEACHING, UNGRADED CLASSES, FLEXIBLE SCHEDULING, AND INTERACTION OF SCHOOL STAFF AND PUPIL, (4) IMAGINATIVE USES OF MEDIA FOR CREATIVE, INDEPENDENT ACTIVITY AND PRODUCTIVE THINKING, AND (5) THE ROLE OF COMPUTER-ASSISTED INSTRUCTION IN CREATIVE LEARNING. THE CONFERENCES, WHOSE RESULTS WERE USED FOR DEVELOPING THE SCRIPT'S CONTENT, WERE CONDUCTED BY DR. CALVIN TAYLOR (PSYCHOLOGY DEPARTMENT, UNIVERSITY OF UTAH). (JH)

ED 010 634 24
AN EXPERIMENTAL STUDY OF THE EFFECTS OF COMMUNICATOR CREDIBILITY AND ATTITUDE CHANGE ON SUBSEQUENT OVERT BEHAVIOR.
BY- ARNOLD, WILLIAM E.
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
REPORT NUMBER BR-6-8081 PUB DATE 1 SEP 66
GRANT OEG-6-8081
EDRS PRICE MF-$0.18 HC-$4.24 106P.

DESCRIPTORS- *CHANGING ATTITUDES, *COMMUNICATION SKILLS, *ORAL COMMUNICATION, *OVERT RESPONSE, *STUDENT ATTITUDES, *STUDENT BEHAVIOR, COLLEGE INSTRUCTION, PENNSYLVANIA, PUBLIC SPEAKING, SPEECH INSTRUCTION, UNIVERSITY PARK, VERBAL COMMUNICATION,

THE RELATIONSHIPS OPERATING AMONG COMMUNICATOR CREDIBILITY, PERSUASIVELY INDUCED ATTITUDE CHANGE, AND SUBSEQUENT OVERT BEHAVIOR WERE IDENTIFIED AND ANALYZED. COMMUNICATOR CREDIBILITY WAS DEFINED AS THE EFFECT OF THE IMAGE OF A SPEAKER IN THE MINDS OF A LISTENING AUDIENCE PRIOR TO THE TIME OF UTTERANCE (ARNOLD, 1965). A TOTAL OF 734 COLLEGE STUDENTS ENROLLED IN A BASIC COURSE IN SPEECH SERVED AS THE STUDY SAMPLE. ONE-THIRD OF THESE STUDENTS HEARD A TAPE-RECORDED SPEECH ATTRIBUTED TO A HIGH INITIAL-CREDIBILITY SPEAKER. THE SECOND ONE-THIRD HEARD THE SAME SPEECH GIVEN BY A NEUTRAL-CREDIBILITY SPEAKER. THE SPEAKERS PROPOSED THAT STUDENTS SELECT THE ABSTRACTING OF JOURNAL ARTICLES AS A TERM PROJECT IN SPEECH. THE FINAL ONE-THIRD OF THE STUDENTS WERE ASSIGNED TO A CONTROL GROUP. STUDENT ATTITUDES WERE PRE- AND POST-TESTED, USING A PREPARED QUESTIONNAIRE WHICH CONTAINED ITEMS RELATED TO SPECIFIC ATTITUDES CONCERNING ABSTRACTING JOURNAL ARTICLES AND TO GENERAL ATTITUDES ON WRITTEN WORK. BEHAVIOR CHOICES WERE CORRELATED WITH THE POST-TEST ATTITUDE SCALE SCORES. THE RESULTS OF THE STUDY INDICATED THAT COMMUNICATOR CREDIBILITY WAS NOT EFFECTIVE IN PRODUCING CHANGE IN GENERAL ATTITUDES, BUT WAS EFFECTIVE IN PRODUCING CHANGE IN SPECIFIC ATTITUDES. HIGH INITIAL CREDIBILITY PRODUCED SIGNIFICANTLY MORE ATTITUDE CHANGE THAN NEUTRAL CREDIBILITY, WHICH IN TURN PRODUCED SIGNIFICANTLY MORE CHANGE OF ATTITUDES THAN WAS FOUND IN THE CONTROL GROUP. A STATISTICALLY SIGNIFICANT BUT LOW CORRELATION WAS OBSERVED BETWEEN SPECIFIC ATTITUDE CHANGE SCORES AND OVERT BEHAVIOR, SUGGESTING THAT ATTITUDE CHANGE IS NOT A PREREQUISITE FOR

OVERT BEHAVIOR. (JH)

ED 010 635 08
THE RELATIVE EFFECTIVENESS OF THE TRADITIONAL AND TWO MODIFIED METHODS OF ORGANIZING INFORMATION SHEETS.
BY- PUCEL, DAVID J.
MINNESOTA UNIV., MINNEAPOLIS, COLL. OF EDUCATION
REPORT NUMBER BR-5-8458 PUB DATE SEP 66
GRANT OEG-5-8458
EDRS PRICE MF-$0.27 HC-$5.60 140P.

DESCRIPTORS- *DATA SHEETS, *INSTRUCTIONAL MATERIALS, *RETENTION, *TRANSFER OF TRAINING, *VOCATIONAL EDUCATION, ABILITY, INSTRUCTIONAL DESIGN, LEARNING PROCESSES, MINNEAPOLIS, MINNESOTA, VERBAL LEARNING,

THE EFFECTIVENESS OF A TYPICAL METHOD OF ORGANIZING TECHNICAL INFORMATION SHEETS USED BY VOCATIONAL EDUCATORS TO PROVIDE UP-TO-DATE INSTRUCTION TO STUDENTS WAS COMPARED TO THAT OF TWO NEWLY DEVELOPED ORGANIZATIONS BASED ON "THE SUBSUMPTION THEORY OF MEANINGFUL VERBAL LEARNING AND RETENTION" (AUSUBEL, 1962). AN OPERATIONAL DEFINITION STATED AN ORGANIZER SHOULD (1) RELATE THE MATERIAL TO BE LEARNED TO THE PUPILS' PREVIOUS EXPERIENCE AND (2) ORGANIZE THE MATERIAL AT A HIGH LEVEL OF GENERALITY. USING THIS DEFINITION, TWO NEW ORGANIZERS WERE DEVELOPED--(1) A SUMMARY ORGANIZER AND (2) A QUESTION ORGANIZER. THE TREATMENTS WERE THREE INFORMATION SHEETS THAT WERE IDENTICAL IN ALL RESPECTS EXCEPT THAT THE TWO EXPERIMENTAL TREATMENTS EACH CONTAINED ONE OF THE NEW ORGANIZERS PLACED BETWEEN AN INTRODUCTORY MOTIVATIONAL PARAGRAPH AND THE BODY OF TECHNICAL INFORMATION, WHILE THE TRADITIONAL TREATMENT DID NOT. THE TREATMENTS WERE REPLICATED ON MODERATELY DIFFICULT MATERIALS AND ON DIFFICULT MATERIALS. TREATMENTS WERE ADMINISTERED TO POST-HIGH SCHOOL, DAY-TRADE STUDENTS ALONG WITH AN INITIAL LEARNING TEST. RETENTION AND TRANSFER TESTS WERE ADMINISTERED 6 WEEKS LATER. FINDINGS REVEALED NO SIGNIFICANT DIFFERENCES AMONG THE TREATMENTS IN TERMS OF THE AMOUNT OF INITIAL LEARNING, RETENTION, OR TRANSFER. NO SIGNIFICANT INTERACTIONS WERE FOUND BETWEEN TREATMENT AND ABILITY OR BETWEEN ABILITY AND DIFFICULTY. POSSIBLE REASONS FOR THE LACK OF DIFFERENCES FOUND WERE OUTLINED. (JH)

ED 010 636 24
TO DEVELOP AND PARTIALLY VALIDATE A QUESTIONNAIRE TO MEASURE VALUES RELEVANT TO GOOD CITIZENSHIP AND TO PREPARE A LARGE-SCALE PROJECT TO STUDY VALUE CHANGE IN A VARIETY OF COLLEGES.
BY- PERLOE, SIDNEY I.
HAVERFORD COLL., PA.
REPORT NUMBER CRP-S-308 PUB DATE 67
REPORT NUMBER BR-5-8210
EDRS PRICE MF-$0.72 HC-$19.36 484P.

DESCRIPTORS- *ATTITUDE TESTS, *CITIZENSHIP RESPONSIBILITY, *PERSONAL VALUES, *QUESTIONNAIRES, *SOCIAL VALUES, CHANGING ATTITUDES, CITIZEN PARTICIPATION, COLLEGE ATTENDANCE, COLLEGE STUDENTS, ETHICAL VALUES, HAVERFORD, MEASUREMENT INSTRUMENTS, MORAL VALUES, NEGATIVE ATTITUDES, PENNSYLVANIA, POLITICAL ATTITUDES, SOCIAL VALUES QUESTIONNAIRE, VALUES,

THIS RESEARCH WAS CONDUCTED TO PRODUCE A QUESTIONNAIRE THAT WOULD BE USEFUL FOR EXAMINING THE DEGREE TO WHICH PRESENT-DAY COLLEGE ATTENDANCE FACILITATES THE DEVELOPMENT OF VALUE ORIENTATIONS LIKELY TO ENCOURAGE FUTURE GOOD CITIZENSHIP. A SECOND PURPOSE WAS TO BROADEN THE DOMAIN OF VALUES GENERALLY STUDIED BY SOCIAL PSYCHOLOGISTS TO INCLUDE THE AREA CONCERNED WITH THE BALANCE BETWEEN IDENTIFICATION WITH GROUPS, ON THE ONE HAND, AND INDIVIDUALISM ON THE OTHER. A POOL OF OPINION AND VALUE STATEMENTS BELIEVED TO VARY ALONG THE DIMENSION OF INDIVIDUALISM OR GROUP IDENTIFICATION WAS COLLECTED. SEVERAL FORMS OF A SOCIAL VALUES QUESTIONNAIRE WERE CONSTRUCTED USING THOSE ITEMS. ALL THE FORMS REQUIRED THE RESPONDENT TO RATE THE EXTENT OF HIS AGREEMENT OR DISAGREEMENT WITH THE OPINION AND VALUE STATEMENTS DEALING WITH FOUR CLUSTERS OF RELATED DIMENSIONS. THEY WERE THE EVALUATION OF IDENTIFICATION WITH GROUPS, PROBLEMS CREATED BY THE COORDINATION AND REGULATION OF THE ACTIVITIES OF GROUP MEMBERS, REACTIONS TO UNJUST OR ANTISOCIAL BEHAVIORS OF OTHERS, AND THE CONSIDERATION OF THE WELFARE OF OTHERS. AFTER A TEST-RETEST PROCEDURE AND A COMPARISON OF THE VALUES SCORES OF THE TEST SAMPLE WITH TWO GROUPS OF PEACE CORPS TRAINEES AND A GROUP OF UNDERGRADUATES AT A CONSERVATIVELY ORIENTED MEN'S COLLEGE, IT WAS CONCLUDED THAT THE SOCIAL VALUES QUESTIONNAIRE DID CONVEY INFORMATION ABOUT THE ORIENTATIONS IT WAS DESIGNED TO MEASURE. FURTHER WORK WAS NEEDED, HOWEVER, TO CLARIFY THE FACTORIAL STRUCTURE OF THE DOMAIN BEING ASSESSED BEFORE THE INSTRUMENT COULD BE USED IN LARGE-SCALE STUDIES OF THE EFFECT OF COLLEGE ATTENDANCE ON VALUES RELEVANT TO GOOD CITIZENSHIP. (GD)

ED 010 637 08
ESTABLISHMENT OF A STATE OCCUPATIONAL RESEARCH AND DEVELOPMENT COORDINATING UNIT.
BY- LEE, ARTHUR M.
NORTHERN ARIZONA UNIV., FLAGSTAFF
REPORT NUMBER ERD-327-65 PUB DATE DEC 66
REPORT NUMBER BR-5-0136
CONTRACT OEC-5-85-132
EDRS PRICE MF-$0.09 HC-$1.04 26P.

DESCRIPTORS- *EDUCATIONAL RESEARCH, *OCCUPATIONAL INFORMATION, *RESEARCH COORDINATING UNITS, *RESEARCH PROBLEMS, *STATE PROGRAMS, *VOCATIONAL EDUCATION, ARIZONA, FEDERAL AID, FLAGSTAFF, RESEARCH PROJECTS, RESEARCH SKILLS,

AN OCCUPATIONAL RESEARCH AND DEVELOPMENT COORDINATION UNIT WAS ESTABLISHED TO STIMULATE VOCATIONAL RESEARCH, TO INITIATE AND COORDINATE INSTITUTIONAL RESEARCH, TO PROVIDE TECHNICAL ASSISTANCE IN PROPOSAL DESIGN, TO WRITE PROPOSALS, AND TO ACT AS LIAISON BETWEEN FEDERAL AND OTHER FUNDING AGENCIES. THE IMPLEMENTATION OF THIS PROGRAM OF ACTIVITIES RESULTED IN THE PROCESSING OF 200 RESEARCH SUGGESTIONS. THE UNIT'S STAFF ASSISTED WITH THE WRITING OF 19 VOCATIONAL RESEARCH PROPOSALS, 12 OF WHICH WERE APPROVED AND FUNDED. ALTHOUGH PROBLEMS WERE YET TO BE SOLVED IN THE DEVELOPMENT OF AN ONGOING PROGRAM OF RESEARCH IN VOCATIONAL EDUCATION, THESE PROBLEMS APPEARED TO BE RESOLVABLE DURING THE REMAINING PERIOD OF FEDERAL SUPPORT. (GD)

ED 010 638 24
AN INVESTIGATION INTO THE USE OF DIFFERENT DEGREES OF FILMED VERBAL EXPLANATIONS ON THE ACTIVATION, GENERALIZATION, AND EXTINCTION OF THE CONSERVATION OF SUBSTANCE PROBLEMS IN

CHILDREN.
By- SULLIVAN, EDMUND V.
SYRACUSE UNIV., N.Y.
REPORT NUMBER BR-6-0214 PUB DATE JUL 66
GRANT OEG-6-10-293
EDRS PRICE MF-$0.27 HC-$5.96 149P.

DESCRIPTORS- *COGNITIVE PROCESSES, *INSTRUCTIONAL FILMS, *LEARNING THEORIES, *MODELS, *TRANSFER OF TRAINING, BEHAVIOR PATTERNS, LEARNING PROCESSES, NEW YORK, SYRACUSE,

AN EXTENSION OF MODELING BEHAVIOR INTO COGNITIVE AREAS OF DEVELOPMENT WAS ATTEMPTED THROUGH THE USE OF FILM-MEDIATED MODELS FOR THE ACTIVATION AND GENERALIZATION PHASES OF THE CONSERVATION PROBLEM. FOUR HYPOTHESES WERE SET UP IN AN ATTEMPT TO QUESTION SUCH PREVIOUS EXPLANATIONS OF THE CONSERVATION RESPONSE AS THOSE OF PIAGET AND BRUNER. THE HYPOTHESIS THAT ACTIVATION OF THE CONSERVATION OF SUBSTANCE CAN BE FACILITATED BY THE USE OF FILM-MEDIATED MODELS WAS SUBSTANTIATED. THE HYPOTHESES CONCERNING GENERALIZATION AND EXTINCTION OF THE CONSERVATION RESPONSE WERE NOT SUBSTANTIATED. THE NEGATIVE RESULTS OF THREE OF THE FOUR HYPOTHESES RAISED SOME CENTRAL QUESTIONS CONCERNING PREVIOUS EXPLANATIONS GIVEN FOR THE CONSERVATION RESPONSE. FURTHER STUDIES SHOULD BE MADE ON THE SEMANTICS OF THE CONSERVATION PROBLEM AND ON VERBAL AND NONVERBAL METHODS OF EXPLORATION. (GD)

ED 010 639 24
ECONOMICS OF GRADUATE EDUCATION--AN EXPLORATORY STUDY.
By- BUTTER, IRENE H.
MICHIGAN UNIV., ANN ARBOR
REPORT NUMBER CRP-2852 PUB DATE NOV 66
REPORT NUMBER BR-5-0855
CONTRACT OEC-5-10-244
EDRS PRICE MF-$0.18 HC-$4.24 106P.

DESCRIPTORS- *DOCTORAL PROGRAMS, *ECONOMIC RESEARCH, *ESTIMATED COSTS, *GRADUATE STUDY, *STUDENT COSTS, ANN ARBOR, ECONOMIC FACTORS, EDUCATIONAL FINANCE, EDUCATIONAL RESEARCH, FINANCIAL PROBLEMS, GRADUATE STUDENTS, MICHIGAN, PUBLIC SUPPORT,

AN ATTEMPT WAS MADE TO DEVELOP A SINGLE SET OF DEFINITIONS, CONCEPTS, AND MEASUREMENT TOOLS TO BE APPLIED UNIFORMLY TO COST ANALYSES OF FOUR PH.D. PROGRAMS IN PHYSICS, ZOOLOGY, SOCIOLOGY, AND ENGLISH. TO GATHER THE REQUIRED INFORMATION ON THE NATURE OF THE COST ESTIMATES WHICH ARE IMPLICIT IN THE SUBSEQUENT RATE OF RETURN ANALYSIS, SITE VISITS WERE MADE TO 12 UNIVERSITIES. THE RESEARCH PHASE OF DOCTORAL PROGRAMS WAS DELINEATED AND ITS COST AS A COMPONENT OF THE TOTAL COST OF TRAINING PH.D.'S WAS ESTIMATED. IN ADDITION, OPPORTUNITY COSTS, COSTS OF UTILIZING PHYSICAL FACILITIES, AND THE INDIRECT OR SUPPLEMENTAL COST ELEMENTS WERE ESTIMATED. TABLES OF MEASURABLE RELATIVE RATES OF RETURN TO GRADUATE EDUCATION WERE CONSTRUCTED. WHILE THE RELATIVE MAGNITUDES OF UNMEASURED EXTERNAL CONTRIBUTIONS MADE BY THE PH.D.'S UNDER STUDY WERE NOT IDENTIFIABLE, THE MEASURABLE FINDINGS POINTED TO LOWER INVESTMENT YIELDS FOR ENGLISH AND SOCIOLOGY PH.D'S. IF BOTH DOCTORAL PROGRAMS COULD BE ACCELERATED, THEN THE NUMBER OF YEARS THAT ONE WOULD HAVE TO FOREGO INCOME WOULD BE LESSENED. WHILE THE COST OF TRAINING PER YEAR OF GRADUATE STUDY WOULD NOT GO DOWN, OPPORTUNITY COSTS, AND THEREFORE TOTAL COSTS, WOULD BE LESSENED. ALTHOUGH ACCELERATED PROGRAMS WOULD SERVE TO NARROW THE DIFFERENTIALS BETWEEN RATES OF RETURN OF THE NATURAL SCIENCES AND THOSE OF ENGLISH AND SOCIOLOGY, THIS ADJUSTMENT BY ITSELF WOULD NOT LIKELY BRING THE RATES OF RETURN INTO EQUILIBRIUM. (GD)

ED 010 640 24
A NATIONAL PROGRAM IN EARLY EDUCATION.
By- MEYER, WILLIAM J.
REPORT NUMBER BR-6-2937 PUB DATE 14 NOV 66
GRANT OEG-3-6-062937-1074
EDRS PRICE MF-$0.09 HC-$1.76 44P.

DESCRIPTORS- *ADMINISTRATIVE ORGANIZATION, *ADMINISTRATIVE PROBLEMS, *ADMINISTRATOR ROLE, *EARLY CHILDHOOD EDUCATION, *NATIONAL PROGRAMS, DAYTON, OHIO, PLANNING, PRESCHOOL EDUCATION, PRESCHOOL PROGRAMS, PROGRAM ADMINISTRATION,

THIS PROJECT WAS PRIMARILY CONCERNED WITH DEVELOPING A CONCEPTUAL FRAMEWORK FOR THE ESTABLISHMENT OF A NATIONAL PROGRAM IN EARLY CHILDHOOD EDUCATION. A SECOND OBJECTIVE WAS TO TRANSLATE THE THEORETICAL RATIONALE INTO AN OPERATIONAL PROGRAM INVOLVING THE COLLABORATION OF A NUMBER OF POTENTIAL CENTERS INTO A PROGRAM OF RESEARCH, TRAINING, AND CURRICULUM AND PROGRAM DEVELOPMENT, WITH PRIMARY EMPHASIS ON CHILDREN UP TO PRIMARY SCHOOL AGE. TO ACHIEVE THIS END, VARIOUS MEETINGS WERE HELD. THE SINGLE MOST COMPLEX PROBLEM THAT AROSE DURING THESE MEETINGS WAS THE ESTABLISHMENT OF AN ACCEPTABLE AND WORKABLE ADMINISTRATIVE STRUCTURE. ONE TENTATIVE ADMINISTRATIVE STRUCTURE, HOWEVER, DID RECEIVE SERIOUS CONSIDERATION AND WAS GRAPHICALLY SHOWN IN THE REPORT. APPENDED TO THE REPORT WAS A DRAFT PROPOSAL FOR ESTABLISHING A NATIONAL LABORATORY IN EARLY EDUCATION. (GD)

ED 010 641 08
PROJECT NOTIFY--NEEDED OCCUPATIONAL TELEVISION INSTRUCTION FOR YOUTH.
By- LAWSON, WILLIAM H. BANCROFT, JOHN
SAN BERNARDINO VALLEY COLL., CALIF.
REPORT NUMBER BR-5-0068 PUB DATE JUN 66
REPORT NUMBER OE-130-65
CONTRACT OEC-5-85-050
EDRS PRICE MF-$0.18 HC-$2.68 67P.

DESCRIPTORS- *INFORMATION DISSEMINATION, *OCCUPATIONAL GUIDANCE, *OCCUPATIONAL INFORMATION, *PROGRAM EVALUATION, *VIDEO TAPE RECORDINGS, AUDIOVISUAL AIDS, CALIFORNIA, CAREER OPPORTUNITIES, HIGH SCHOOL STUDENTS, SAN BERNARDINO,

AN EVALUATION WAS MADE OF THE EFFECTIVENESS OF VIDEO TAPES AS A MEANS OF DISSEMINATING OCCUPATIONAL INFORMATION TO HIGH SCHOOL STUDENTS. AFTER CRITERIA FOR SELECTION WERE DETERMINED, SEVEN OCCUPATIONAL AREAS WERE CHOSEN FOR PRESENTATION BY VIDEO TAPE. THE TELEVISION PROGRAMS WERE DESIGNED TO IDENTIFY ENTRY LEVEL JOBS IN THE OCCUPATIONAL AREAS COVERED, WHICH WERE SECRETARIAL WORK, FOOD RETAILING, DEPARTMENT STORE RETAILING, AUTOMOTIVE TECHNOLOGY, LODGING AND FOOD SERVICES, FINANCIAL INSTITUTION EMPLOYMENT, AND LAW ENFORCEMENT. THE POPULATION OF THE STUDY CONSISTED OF 11TH- AND 12TH-GRADE STUDENTS IN EIGHT SENIOR HIGH SCHOOLS. TO DETERMINE THE EFFECTIVENESS OF THE PROGRAM, A FOLLOWUP STUDY

WAS CONDUCTED BY USE OF INVENTORY QUESTIONNAIRES. A MAJORITY OF THE STUDENTS HAD A VERY FAVORABLE REACTION TO THE TAPES, INDICATING THAT TELEVISION IN THE CLASSROOM IS AN EFFECTIVE MEDIUM FOR PROVIDING OCCUPATIONAL INFORMATION. STUDENT EVALUATIONS GIVEN IN INTERVIEWS 2 MONTHS AFTER BROADCAST AGREED CLOSELY WITH EVALUATIONS MADE IMMEDIATELY FOLLOWING BROADCAST. IN THE ORDER OF AMOUNT OF HELP GIVEN, WITH "HIGH" LISTED FIRST, THE PROGRAMS WERE RANKED--(1) THOSE THAT PRESENTED CLEAR DEVELOPMENT OF FACTS, (2) THOSE THAT ENCOURAGED STUDENTS TO REMAIN IN SCHOOL, AND (3) THOSE THAT MOTIVATED STUDENTS TO THINK ABOUT MATTERS SPECIFICALLY RELATED TO JOB PLANNING. PROGRAMS THAT ACQUAINTED STUDENTS WITH AVAILABLE JOB POSSIBILITIES WERE CONSIDERED BENEFICIAL, WITH MOST BENEFIT BEING GAINED BY DISADVANTAGED MINORITY STUDENTS. (GD)

ED 010 642 08

VOCATIONAL EDUCATION AND INTERGOVERNMENTAL FISCAL RELATIONS IN THE POSTWAR PERIOD.

BY- DAVIE, BRUCE F. PATTERSON, PHILIP D., JR.
GEORGETOWN UNIV., WASHINGTON, D.C.

REPORT NUMBER BR-5-0185 PUB DATE DEC 66
REPORT NUMBER PROJECT-363
GRANT OEG-2-6-000363-0218
EDRS PRICE MF-$0.18 HC-$5.00 125P.

DESCRIPTORS- *ECONOMIC RESEARCH, *EDUCATIONAL LEGISLATION, *FEDERAL AID, *FEDERAL LEGISLATION, *VOCATIONAL EDUCATION, DISTRICT OF COLUMBIA, ECONOMICS, EDUCATIONAL NEEDS, FEDERAL STATE RELATIONSHIP, SMITH HUGHES ACT, VOCATIONAL EDUCATION ACT OF 1963,

INTERGOVERNMENTAL FISCAL RELATIONS ON THE NATIONAL, STATE, AND LOCAL LEVELS WAS THE FOCUS OF THIS STUDY ON VOCATIONAL EDUCATION. A HISTORY OF FEDERAL GRANTS-IN-AID TO VOCATIONAL EDUCATION WAS TRACED FROM THE SMITH-HUGHES ACT OF 1917 TO THE VOCATIONAL EDUCATION ACT OF 1963. THE SPECIFIC AREAS INVESTIGATED WERE--(1) THE POSSIBILITY OF IMPROVED PROCEDURES FOR THE ALLOTMENT OF FEDERAL FUNDS AND (2) THE EVALUATION OF THE EXTENT TO WHICH FEDERAL AID HAS STIMULATED STATE AND LOCAL EXPENDITURES FOR VOCATIONAL EDUCATION. RECOMMENDATIONS AND CONCLUSIONS OF THE AUTHORS INCLUDED--(1) PROVISION FOR ALL FEDERAL AID IN THIS AREA SHOULD BE CONSOLIDATED UNDER THE VOCATIONAL EDUCATION ACT OF 1963, (2) STATE-LOCAL SPENDING SHOWED NO PERCEPTABLE PATTERN OF RESPONSE WHEN FEDERAL ALLOTMENTS WERE INCREASED IN SOME STATES AND DECREASED IN OTHERS, (3) IF PREVIOUS VOCATIONAL-EDUCATION BILLS ARE TO BE RETAINED, ALLOTMENTS BASED ON POPULATION SHOULD USE ANNUAL STATISTICS RATHER THAN DECENNIAL STATISTICS, (4) POPULATION ESTIMATES SHOULD BE ADJUSTED FOR MILITARY PERSONNEL AND THOSE ENROLLED IN COLLEGES AND UNIVERSITIES, AND (5) FUND MATCHING REQUIREMENTS FOR THE STATES, ALLOTTED EXTRA FUNDS AFTER POPULATION EQUALIZATION, SHOULD BE EASED. (PM)

ED 010 643 24

THE EFFECT OF PROGRAMMED INSTRUCTION IN SPECIAL SKILLS DURING THE PRESCHOOL PERIOD ON LATER ABILITY PATTERNS AND ACADEMIC ACHIEVEMENT.

BY- LONG, EUGENE R., JR.
NORTH CAROLINA UNIV., CHAPEL HILL

REPORT NUMBER CRP-1521 PUB DATE 66
REPORT NUMBER BR-5-0654
EDRS PRICE MF-$0.18 HC-$5.00 125P.

DESCRIPTORS- *DISADVANTAGED YOUTH, *INTELLIGENCE, *PRESCHOOL CHILDREN, *PROGRAMED INSTRUCTION, *RURAL YOUTH, CHAPEL HILL, NORTH CAROLINA, SKILL DEVELOPMENT, SOUTHERN SCHOOLS,

GROUPS OF SOUTHERN, RURAL, PRESCHOOL CHILDREN, APPROXIMATELY HALF OF WHOM COULD BE CONSIDERED TO BE CULTURALLY DEPRIVED, WERE USED TO TEST FOUR POSSIBILITIES. THESE WERE THAT (1) INTELLIGENCE MIGHT BE MODIFIABLE, (2) INTELLIGENCE COULD BE VIEWED NOT ONLY AS A SINGLE BEHAVIORAL DOMAIN, BUT ALSO AS A NUMBER OF SUCH DOMAINS, (3) CULTURAL DEPRIVATION COULD IMPLY LOW LEVELS OF INTELLECTIVE FUNCTIONING WHICH RESULT NOT ONLY FROM LACK OF PRIOR STIMULATION BUT ALSO FROM INADEQUATE DISCRIMINATIVE TRAINING, AND (4) TRAINING MIGHT PROFITABLY BE GIVEN IN THE VARIOUS INTELLECTUAL REPERTOIRES IF APPROPRIATE PROGRAMS COULD BE CONSTRUCTED AND IF PRECISE REINFORCING CONTINGENCIES WOULD BE ARRANGED AND CONTROLLED BY MEANS OF AUTOMATED DEVICES. THE RESEARCH WAS DIRECTED BY FIVE QUESTIONS DERIVED FROM THE POSSIBILITIES CONSIDERED. THE CONCLUSIONS WERE--(1) ONLY QUALIFIED ANSWERS TO THOSE QUESTIONS CAN BE GIVEN, (2) THE DATA GATHERED RAISED AS MANY QUESTIONS AS WERE ANSWERED, AND (3) THE POSSIBILITIES CONSIDERED WERE ONLY PARTIALLY SUPPORTED. (TC)

ED 010 644 24

A STUDY OF THE RELATIVE EFFECTIVENESS OF THREE METHODS OF TEACHING READING IN GRADE ONE.

BY- HAHN, HARRY T.
OAKLAND COUNTY SCHOOLS, PONTIAC, MICH.

REPORT NUMBER CRP-2687 PUB DATE 65
REPORT NUMBER BR-5-0491
EDRS PRICE MF-$0.18 HC-$3.36 84P.

DESCRIPTORS- *BEGINNING READING, *GRADE 1, *ORTHOGRAPHIC SYMBOLS, *READING COMPREHENSION, *READING PROGRAMS, BASIC READING, MICHIGAN, PONTIAC, READING DEVELOPMENT, READING INSTRUCTION, SPELLING,

THE RELATIVE EFFECTIVENESS OF THREE APPROACHES TO BEGINNING READING WAS STUDIED. THE THREE APPROACHES WERE (1) PITMAN'S INITIAL TEACHING ALPHABET APPROACH (ITAA), (2) A MODIFIED LANGUAGE ARTS APPROACH WITH TRADITIONAL ORTHOGRAPHY (LAA), AND (3) A BASIC READER APPROACH (BRA). TWO INTERRELATED PROBLEMS WERE ALSO TREATED IN THIS STUDY--(1) THE EFFECTIVENESS OF THE ITAA WHICH WAS DESIGNED TO PROVIDE A SIMPLE AND MORE RELIABLE ALPHABET FOR CHILDREN AND (2) THE IMPORTANCE OF FOCUSING ATTENTION ON CHILDREN'S OWN THOUGHTS AND IDEAS TO DEVELOP SELF-CONFIDENCE IN READING. THE STUDY WAS CONDUCTED IN 13 SCHOOL DISTRICTS IN MICHIGAN, WITH EACH DISTRICT DIVIDED INTO THREE SECTIONS, EACH USING ONE APPROACH. THE STUDENTS WERE PRETESTED AND AFTER 140 DAYS OF INSTRUCTION WERE POST-TESTED, AND THE TREATMENTS WERE COMPARED. INTERPRETATION OF THE TEST RESULTS SHOWED THAT NO ONE APPROACH WAS CONSISTENTLY SUPERIOR. THERE WERE, HOWEVER, DIFFERENT LEVELS OF ACCOMPLISHMENT AMONG THE THREE APPROACHES--(1) ITAA AND LAA CHILDREN DEVELOPED LARGER READING VOCABULARIES AND MORE EFFECTIVE USE OF THEIR POTENTIAL OF WORD ANALYSIS, (2) LAA CHILDREN MADE MORE EFFECTIVE USE OF THEIR INTELLIGENCE IN PARAGRAPH

COMPREHENSION, (3) ITAA CHILDREN DEVELOPED A BROADER RANGE OF SKILLS FOR RECOGNIZING ISOLATED WORDS, AND (4) LAA AND BRA CHILDREN WERE BETTER SPELLERS. THE INVESTIGATOR CONCLUDED THAT, WHILE A FINAL, POSITIVE EVALUATION OF ITAA COULD NOT BE DRAWN FROM THIS STUDY, THE EMPHASIS ON STARTING WITH THOUGHTS AND IDEAS OF CHILDREN DID PRODUCE EAGER LEARNERS IN THE CLASSROOM. (PM)

ED 010 645 24

STUDY OF CHARACTERISTICS CONTRIBUTING TO THE EFFECTIVENESS OF VISUAL DEMONSTRATIONS.

BY- BOGUSLAVSKY, GEORGE W.
RENSSELAER POLYTECHNIC INST., TROY, N.Y.

REPORT NUMBER BR-5-0458 PUB DATE 4 APR 67
REPORT NUMBER CRP-960
GRANT OEG-7-42-1070-178
EDRS PRICE MF-$0.09 HC-$1.12 28P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *GRAPHIC ARTS, *ILLUSTRATIONS, *SCIENCE INSTRUCTION, *VISUAL LEARNING, AUDIOVISUAL INSTRUCTION, COLLEGE STUDENTS, FILMS, HIGH SCHOOL STUDENTS, NEW YORK, SCIENCE COURSES, TROY, VISUAL PERCEPTION,

SLIDES OF SELECTED TEXTBOOK ILLUSTRATIONS, DRAWN TO HIGHLIGHT THE PERTINENT AREAS OF THE ILLUSTRATION BY MEANS OF SHADING AND ILLUMINATION, WERE USED TO EVALUATE THEIR EFFECTIVENESS OVER SELECTED SLIDES OF CONVENTIONAL ILLUSTRATIONS AND DIAGRAMS IN WHICH ALL DETAILS WERE PROMINENTLY DISPLAYED. WHEN THE CONTROL SLIDES WERE PRESENTED, A TEACHER USED A POINTER TO INDICATE THE PERTINENT DETAIL IN COORDINATION WITH THE DIALOG. THE PROJECTED SLIDES WERE ACCOMPANIED BY A TAPED DIALOG. JUNIOR HIGH SCHOOL, HIGH SCHOOL, AND COLLEGE STUDENTS IN SCIENCE COURSES COMPRISED THE STUDY POPULATION AND WERE DIVIDED INTO EXPERIMENTAL AND CONTROL GROUPS. BOTH GROUPS RECEIVED THE SAME DIALOG; ONLY THE SLIDES DIFFERED. THE SLIDES AND ACCOMPANYING DIALOG WERE MADE FOR THE FIELDS OF BIOLOGY, CHEMISTRY, PHYSICS, GEOMETRY, STATISTICS, AND MECHANICS AND WERE PRESENTED IN ONE OR TWO LECTURES OF ABOUT 40 MINUTES' DURATION. RESULTS OF TESTS INDICATED THAT THE EXPERIMENTAL SLIDES TENDED TO BE SOMEWHAT SUPERIOR TO CONVENTIONAL SLIDES IN LECTURES ON BIOLOGY AND MECHANICS, REQUIRING ILLUSTRATION OF CONCRETE OBJECTS. IN SUCH COURSES AS CHEMISTRY AND PHYSICS, REQUIRING EXTENSIVE PROBLEM-SOLVING, THE SUPERIORITY OF THE CONVENTIONAL APPROACH WAS INDICATED. IN GEOMETRY AND STATISTICS, THE DIFFERENCES WERE NEGLIGIBLE. ANALYSIS OF EFFECTIVE EXPERIMENTAL SLIDES LED THE AUTHOR TO INFER THAT AN EFFECTIVE VISUAL DEMONSTRATION CONTAINS NO EXTRANEOUS DETAILS AND IS CAPABLE OF COMMANDING ATTENTION BY SELECTIVE SHIFTS IN FIGURE-GROUND CONTRAST. (PM)

ED 010 646 24

DEVELOPMENT OF FILMSTRIP SEQUENCE PHOTOGRAPHS AND SOUND REPRODUCTION OF EDUCATIONAL TELEVISION PRESENTATIONS.

BY- MARTINI, HARRY R.
COATESVILLE AREA SCHOOLS, PA.

REPORT NUMBER CRP-S-1409 PUB DATE FEB 67
GRANT OEG-7-48-9005-285
EDRS PRICE MF-$0.18 HC-$2.84 71P.

DESCRIPTORS- *BROADCAST TELEVISION, *EDUCATIONAL TELEVISION, *FILM PRODUCTION, *FILMSTRIPS, *SOUND FILMS, COATESVILLE, FILMS, GRADE 7, GRADE 8, LOW ACHIEVERS, PENNSYLVANIA, SOUND TRACKS,

BLACK AND WHITE FILMSTRIPS THAT REPRODUCED STILL PICTURES AND SOUND TRACK FROM EDUCATIONAL TELEVISION BROADCASTS WERE USED TO STUDY THE EFFECTIVENESS OF ETV REPRODUCTIONS IN AIDING POOR ACHIEVERS. THE SPECIFIC ADVANTAGE OF SUCH A REPRODUCTION WAS THAT IT COULD BE PACED TO THE LEARNING TEMPO OF THE STUDENTS RATHER THAN USING THE TOO-FAST PACE OF A REGULAR BROADCAST. THE PROJECT WAS DIVIDED INTO TWO PHASES. PHASE 1 CONSISTED OF THE PRODUCTION OF THE FILMSTRIPS, UNIT GUIDES, AND TEACHER AND PUPIL STUDY MATERIALS. PHASE 2 TESTED THE FILMSTRIPS, WHOSE TOPICS WERE GEOGRAPHY AND EARTH STUDY, ON TWO MATCHED GROUPS OF POOR ACHIEVERS IN GRADES 7 AND 8. TWO OTHER MATCHED GROUPS WERE USED AS CONTROL SECTIONS. DUE TO A PROBLEM IN TIME SEQUENCING OF THE ORIGINAL BROADCASTS WHICH DID NOT PERMIT SEQUENCED FILMSTRIPS TO BE PRODUCED, THE EFFECTIVENESS OF PACING STILL PHOTOS AS A FACTOR IN LEARNING WAS NOT EXPLORED. THE INVESTIGATOR DID CONCLUDE THAT FILMSTRIP REPRODUCTION FROM ETV BROADCASTS IS FEASIBLE AND THAT SUCH REPRODUCTIONS CAN SOLVE THE CONFLICT OF BROADCAST AND CLASSROOM TIME SCHEDULES. FROM POST-EXPERIMENTAL ATTITUDE TESTS, THE INVESTIGATOR CONCLUDED THAT PUPILS HAD A MORE FAVORABLE ATTITUDE TOWARD THE SUBJECT IN WHICH THE FILMSTRIPS WERE USED BUT DID NOT NECESSARILY MENTION THE FILMSTRIPS AS A REASON. (PM)

ED 010 647 24

STUDIES OF COLLEGE ENVIRONMENTS.

BY- STERN, GEORGE G.
SYRACUSE UNIV., N.Y.

REPORT NUMBER CRP-378 PUB DATE 66
REPORT NUMBER BR-5-0830
CONTRACT OEC-SAE-8023
EDRS PRICE MF-$0.36 HC-$10.44 261P.

DESCRIPTORS- *COLLEGE ROLE, *ENVIRONMENTAL INFLUENCES, *EVALUATION TECHNIQUES, *INSTITUTIONAL ENVIRONMENT, *STUDENT ATTITUDES, ACTIVITIES INDEX, COLLEGE CHARACTERISTICS INDEX, EDUCATIONAL ENVIRONMENT, EDUCATIONAL RESEARCH, EDUCATIONAL STRATEGIES, NEW YORK, STUDENT NEEDS, SYRACUSE,

IN AN ATTEMPT TO INCREASE FUNDAMENTAL KNOWLEDGE ABOUT THE PSYCHOLOGICAL CHARACTERISTICS OF COLLEGE ENVIRONMENTS, THOSE CHARACTERISTICS WERE RELATED TO STUDENT ATTRIBUTES AND TO CRITERIA OF INSTITUTIONAL EXCELLENCE. THE MEASURING INSTRUMENTS USED FOR THIS PURPOSE WERE THE ACTIVITIES INDEX (A PERSONALITY MEASURE) AND THE COLLEGE CHARACTERISTICS INDEX (A MEASURE OF ENVIRONMENTAL CHARACTERISTICS). SAMPLES OF STUDENTS ATTENDING COLLEGES OF ALL SIZES AND TYPES WERE ADMINISTERED THESE QUESTIONNAIRES. RESULTS WERE ANALYZED IN ORDER TO CLARIFY THE MAIN PSYCHOMETRIC PROPERTIES OF THE TWO INSTRUMENTS AS APPLIED TO COLLEGE POPULATIONS, THE EFFICACY OF FACTOR SCORES, AND THE RELATIONSHIP OF MEASURES OF INSTITUTIONAL PRESS AND STUDENT NEEDS TO EDUCATIONAL OBJECTIVES AND THEIR ACHIEVEMENT. THE DATA INDICATED THAT INCOMING FRESHMEN GENERALLY SHARE STEREOTYPED EXPECTATIONS OF COLLEGE LIFE THAT COMBINE SOME OF THE MOST DISTINCTIVE ACADEMIC CHARACTERISTICS OF THE ELITE LIBERAL ARTS COLLEGES WITH THE COMMUNITY SPIRIT, EFFICIENCY, AND SOCIAL ORDERLINESS OF THE CHURCH-RELATED SCHOOLS, CAUSING A SUBSEQUENT FRUSTRATION AND DISILLUSIONMENT ON THE PART OF STUDENTS. IT

WAS PROPOSED THAT, IN ADDITION TO SUCH CONVENTIONAL CRITERIA USED FOR EVALUATING COLLEGES AS PLANT AND PERSONNEL, OTHER MEASURES OF QUANTIFYING INSTITUTIONAL NUANCES BE USED INCLUDING THOSE USED IN THIS STUDY. (GD)

ED 010 648 08

EMPLOYMENT STATUS AND CHARACTERISTICS OF HIGH SCHOOL DROPOUTS OF HIGH ABILITY.

BY- FRENCH, JOSEPH L. CARDON, BARTELL W.
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK

REPORT NUMBER HRD-042 PUB DATE SEP 66
REPORT NUMBER BR-5-0051
CONTRACT OEC-5-85-029
EDRS PRICE MF-$0.36 HC-$8.04 201P.

DESCRIPTORS- *DROPOUT IDENTIFICATION, *DROPOUT RESEARCH, *EMPLOYMENT LEVEL, *GIFTED, *IDENTIFICATION TESTS, ACADEMIC PERFORMANCE, EDUCATIONAL PROGRAMS, EMPLOYMENT PROGRAMS, HIGH SCHOOL STUDENTS, PENNSYLVANIA, SCHOOL HOLDING POWER, UNIVERSITY PARK,

HIGH SCHOOL DROPOUTS OF HIGH ABILITY WERE STUDIED TO OBTAIN INFORMATION ABOUT THIS PARTICULAR SEGMENT OF THE DROPOUT POPULATION. SPECIFIC OBJECTIVES WERE TO (1) DETERMINE THEIR EMPLOYMENT STATUS, (2) DETERMINE THEIR PATTERN OF INTEREST AND PERSONALITY, (3) SUGGEST OCCUPATIONAL FIELDS FOR WHICH TRAINING PROGRAMS SHOULD BE DEVELOPED, AND (4) PROVIDE DATA TO CONSTRUCT AN INSTRUMENT FOR IDENTIFYING STUDENTS WHO WOULD BENEFIT FROM THE PROPOSED TRAINING PROGRAMS. THE SUBJECTS WERE 125 MALE AND 81 FEMALE DROPOUTS AND A LIKE NUMBER OF MALE AND FEMALE PERSISTERS OF COMPARABLE INTELLIGENCE, NEIGHBORHOOD, AND GRADE LEVEL. THE INFORMATION GATHERED WAS PRESENTED UNDER SEVERAL HEADINGS WHICH INCLUDED DESCRIPTIVE INFORMATION, REASONS FOR WITHDRAWAL, CURRICULUM ENROLLMENT, SCHOOL TRANSFER, POST SCHOOL ACTIVITIES, FURTHER EDUCATION, OCCUPATIONAL GOALS, OCCUPATIONAL LEVEL OF PARENTS, EDUCATIONAL LEVEL OF PARENTS, DROPOUT PREDICTION KEYS, AND AN ATTITUDE INVENTORY. SUCH FREQUENTLY MENTIONED CORRELATES OF SCHOOL WITHDRAWAL AS FREQUENT SCHOOL TRANSFERS, EARLY PART-TIME EMPLOYMENT, UNEMPLOYMENT UPON LEAVING SCHOOL, GENERALLY LOW PARENTAL EDUCATION, AND LOWER PARENTAL EMPLOYMENT STATUS WERE NOT SUBSTANTIATED IN THE FINDINGS OF THIS STUDY. WHAT WAS FOUND WAS THAT DROPOUTS DIFFER FROM PERSISTERS IN SUCH AREAS AS PERSONALITY, WILLINGNESS TO CONFORM, INTERESTS, EDUCATION SKILLS, AND FAMILY ORIENTATION TOWARD SCHOOL. (AL)

ED 010 649 24

AN INVESTIGATION OF MARKING PRACTICES OF SECONDARY SCHOOL TEACHERS.

BY- TERWILLIGER, JAMES S.
GEORGE PEABODY COLL. FOR TEACHERS, NASHVILLE, TENN.

REPORT NUMBER CRP-S-495 PUB DATE AUG 66
REPORT NUMBER BR-5-0342
CONTRACT OEC-5-819-65
EDRS PRICE MF-$0.18 HC-$4.32 108P.

DESCRIPTORS- *GRADING, *INSERVICE TEACHER EDUCATION, *RATING SCALES, *SCORING, NASHVILLE, SECONDARY SCHOOLS, STATISTICAL DATA, TENNESSEE,

VARIOUS ASPECTS OF THE MARKING PRACTICES OF 39 SECONDARY SCHOOL TEACHERS FROM TWO SCHOOLS IN METROPOLITAN NASHVILLE-DAVIDSON COUNTY, TENNESSEE, WERE STUDIED. SPECIAL MARKING EXERCISES CONTAINING STANDARD DATA ON HYPOTHETICAL STUDENTS WERE USED TO STUDY THE MARKING PRACTICES OF TEACHERS UNDER MORE UNIFORM CONDITIONS THAN EXIST IN THE CLASSROOM. A COMPARISON OF THE MARKING PRACTICES DURING ONE SEMESTER WITH THE PRACTICES DURING THE FOLLOWING SEMESTER, AFTER AN INSERVICE TRAINING PROGRAM, SHOWED THE INSERVICE TRAINING HAD LITTLE EFFECT ON THE TEACHERS' GRADING PRACTICES AND NO IMPACT ON THE MARKING EXERCISES. THE STUDY SHOWED THERE IS GREAT VARIABILITY IN THE AVERAGE MARKS OF INDIVIDUAL TEACHERS ON ALL TYPES OF CLASSROOM MEASURES. THE MARKING EXERCISES ALSO REVEALED THAT MOST TEACHERS INTERPRET NUMERIC DATA IN AN ABSOLUTE RATHER THAN A NORMATIVE FASHION. (AL)

ED 010 650 24

LIBRARY STATISTICS OF COLLEGES AND UNIVERSITIES, 1965-66 INSTITUTIONAL DATA.

BY- LIBRARY ADMINISTRATION DIVISION
AMERICAN LIBRARY ASSN., CHICAGO, ILL.

REPORT NUMBER BR-7-0016 PUB DATE 67
GRANT OEG-3-7-070016-1604
EDRS PRICE MF-$0.36 HC-$9.72 243P.

DESCRIPTORS- *COLLEGE LIBRARIES, *INSTITUTIONS, *LIBRARIES, *QUESTIONNAIRES, *STATISTICAL SURVEYS, CHICAGO, EXPENDITURES, ILLINOIS, INCOME, PERSONNEL,

A QUESTIONNAIRE SURVEY WAS CONDUCTED IN COLLABORATION WITH STATE LIBRARY AGENCIES TO OBTAIN INSTITUTIONAL LIBRARY DATA FROM 2,207 ACADEMIC INSTITUTIONS LISTED IN THE "EDUCATION DIRECTORY, 1965-66, PART 3, HIGHER EDUCATION." DATA GATHERED WAS PRESENTED BY STATE AND INSTITUTION IN THREE TABLES WHICH WERE--(1) SELECTED MANAGEMENT DATA ON COLLEGE AND UNIVERSITY LIBRARIES, 1965-66, (2) OPERATING EXPENDITURES, PERSONNEL, AND BEGINNING SALARY, 1965-66, AND (3) NUMBER OF FULL-TIME LIBRARY STAFF MEMBERS AND LOWEST AND HIGHEST SALARIES BY TYPES OF POSITION, SEPTEMBER 1, 1966. A SAMPLE QUESTIONNAIRE FORM WAS INCLUDED IN THE DOCUMENT. (TC)

ED 010 651 64

INSTRUCTIONAL MEDIA AND CREATIVITY, (REPORT ON THE TORREY PINES CONFERENCE (AUGUST 31-SEPTEMBER 3, 1965).

BY- TAYLOR, CALVIN W. WILLIAMS, FRANK E.
UTAH UNIV., SALT LAKE CITY

REPORT NUMBER NDEA-VIIB-501 PUB DATE OCT 65
REPORT NUMBER BR-5-1018
CONTRACT OEC-5-16-001
EDRS PRICE MF-$0.90 HC-$23.72 593P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *CLASSROOM MATERIALS, *CLASSROOM TECHNIQUES, *CREATIVITY RESEARCH, *MEDIA RESEARCH, AUDIOVISUAL INSTRUCTION, CALIFORNIA, CONFERENCES, EDUCATIONAL RESOURCES, INFORMATION DISSEMINATION, LA JOLLA, MEDIA SPECIALISTS, SALT LAKE CITY, UTAH,

A 4-DAY CONFERENCE WAS HELD FOR CERTAIN CREATIVITY RESEARCHERS, AUDIOVISUAL FIELD PROFESSIONALS, AND EDUCATORS TO DISCUSS PROBLEMS IN THE DISSEMINATION OF CREATIVITY FINDINGS THROUGH THE AUDIOVISUAL MEDIUM FOR CLASSROOM USE. THE FIRST 3 DAYS OF THE CONFERENCE WERE GIVEN OVER TO 12 PROGRESS REPORTS AND DISCUSSION OF RESEARCH WORK BEING

CONDUCTED BY THE VARIOUS PARTICIPANTS. PAPERS PREPARED ESPECIALLY FOR PRESENTATION AT THIS CONFERENCE WERE ATTACHED TO THE REPORT. THE FOURTH AND LAST DAY WAS DEVOTED PRIMARILY TO IDENTIFYING RECURRENT IDEAS IN THE PAPERS AND TO DISCUSSING METHODS OF APPLYING RESEARCH FINDINGS IN NEW MEDIA DEVICES FOR CLASSROOM USE. A VERBATIM TRANSCRIPTION OF THE SUMMARY SESSION INCLUDING IDEAS FOR FUTURE STUDIES WAS PRESENTED. (GD)

ED 010 652 08

EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF HIGH SCHOOL JUNIORS AND SENIORS IN THE STATE OF WASHINGTON. FINAL REPORT, PART 1.

BY- SLOCUM, WALTER L. BOWLES, ROY T.

WASHINGTON STATE UNIV., PULLMAN

REPORT NUMBER ERD-257-65-1 PUB DATE NOV 66

REPORT NUMBER BR-5-0046-1

CONTRACT OEC-5-85-109

EDRS PRICE MF-$0.27 HC-$7.64 191P.

DESCRIPTORS- *EDUCATIONAL ATTITUDES, *EDUCATIONAL PLANNING, *HIGH SCHOOL STUDENTS, *OCCUPATIONAL CHOICE, *VOCATIONAL EDUCATION, ASPIRATION, PULLMAN, QUESTIONNAIRES, WASHINGTON,

THE SOCIAL AND CULTURAL FACTORS WHICH AFFECT THE EDUCATIONAL AND OCCUPATIONAL PLANS OF HIGH SCHOOL STUDENTS, ESPECIALLY THOSE WHO DO NOT EXPECT TO OBTAIN A COLLEGE DEGREE, WERE IDENTIFIED. DATA WERE COLLECTED FROM JUNIORS AND SENIORS OF 28 HIGH SCHOOLS IN THE STATE OF WASHINGTON. THIS DATA CONSISTED OF (1) INFORMATION DRAWN FROM SCHOOL RECORDS, (2) INTERVIEWS WITH STUDENTS, AND (3) QUESTIONNAIRES COMPLETED BY STUDENTS, PARENTS, AND COUNSELORS. MOST OF THE STUDENTS RECOGNIZED THAT EDUCATION WAS IMPORTANT AND, ALTHOUGH THEY DIDN'T HAVE A HIGHLY FAVORABLE ATTITUDE TOWARD VOCATIONAL COURSES, THEY FELT THAT MORE SUCH COURSES SHOULD BE OFFERED BY THE HIGH SCHOOL. EDUCATIONAL ASPIRATIONS WERE HIGH. THREE FOURTHS OF THE STUDENTS EXPECTED TO ATTEND COLLEGE, AND 43.5 PERCENT EXPECTED TO GRADUATE. OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS WERE ALSO HIGH. MORE THAN SIX OUT OF TEN ASPIRED TO ENTER PROFESSIONAL OCCUPATIONS. RELATIVELY FEW STUDENTS ASPIRED TO BE FARMERS, SALES WORKERS, OPERATIVES, OR LABORERS. THE AMOUNT OF UNCERTAINTY FOUND TO EXIST AMONG THESE ADOLESCENTS SUGGESTED A NEED FOR PRESENTING SUFFICIENT SYSTEMATIC INFORMATION ABOUT OCCUPATIONS THROUGH THE CURRICULUM TO PERMIT THEM TO MAKE WELL-INFORMED CHOICES. SAMPLES OF QUESTIONNAIRES AND TABLES OF FINDINGS WERE INCLUDED IN THE APPENDIX. THIS VOLUME REPRESENTS PART 1 OF THE 13-PART FINAL REPORT ON THE VOCATIONAL-TECHNICAL EDUCATION RESEARCH AND DEVELOPMENT PROJECT OF WASHINGTON STATE UNIVERSITY. RELATED VOLUMES ARE ED 010 653 THROUGH ED 010 664. (AH)

ED 010 653 08

DEVELOPMENT AND STANDARDIZATION OF A PROJECTIVE OCCUPATIONAL ATTITUDES TEST.

BY- OLSEN, LEROY C.

WASHINGTON STATE UNIV., PULLMAN

REPORT NUMBER ERD-257-65-2 PUB DATE DEC 66

WASHINGTON STATE BOARD FOR VOCAT. EDUC., OLYMPIA

REPORT NUMBER BR-5-0046-2

CONTRACT OEC-5-85-109

EDRS PRICE MF-$0.09 HC-$1.36 34P.

DESCRIPTORS- *ATTITUDE TESTS, *OCCUPATIONAL CHOICE, *VOCATIONAL COUNSELING, *VOCATIONAL EDUCATION, *VOCATIONAL INTERESTS, ASPIRATION, INTEREST TESTS, OLYMPIA, PULLMAN, WASHINGTON,

TO HELP NONCOLLEGE-BOUND YOUTH MAKE SATISFACTORY OCCUPATIONAL DECISIONS, A PROJECTIVE OCCUPATIONAL ATTITUDE TEST WAS DEVELOPED. THE INSTRUMENT CONSISTED OF 10 DRAWINGS DEPICTING SCENES OF UNSKILLED AND SEMISKILLED MALE OCCUPATIONS. THE SCENES PORTRAYED ARTS, TOOLS, MATERIALS, WORKING ENVIRONMENTS, AND INTERPERSONAL RELATIONSHIPS. THE INSTRUMENT WAS USED FOR INTERVIEWS WITH 400 YOUTHS, 12 TO 18 YEARS OF AGE, INCLUDING JUNIOR AND SENIOR HIGH SCHOOL ENROLLEES, DROPOUTS, AND YOUTHS ENROLLED IN NEIGHBORHOOD YOUTH CORPS. THE INTERVIEWER SHOWED EACH DRAWING TO THE STUDENTS AND ASKED THEM TO RESPOND. INTERVIEW DATA WERE ANALYZED AND A FOLLOWUP INTERVIEW WAS TO BE CONDUCTED 2 YEARS LATER WHEN THE STUDENTS WOULD BE EMPLOYED. THE INSTRUMENT APPEARED TO PROVIDE A RELIABLE AND FUNCTIONAL INDEX OF OCCUPATIONAL ATTITUDES, BUT THE PRELIMINARY TESTING WAS CARRIED OUT WITH ONLY A LIMITED SAMPLE OF SELECTED PERSONS. FURTHER WORK ESSENTIAL FOR VALIDATION AND STANDARDIZATION WAS IN PROGRESS AT THE TIME OF REPORTING. THIS VOLUME REPRESENTS PART 2 OF THE 13-PART FINAL REPORT ON THE VOCATIONAL-TECHNICAL EDUCATION RESEARCH AND DEVELOPMENT PROJECT OF WASHINGTON STATE UNIVERSITY. RELATED VOLUMES ARE ED 010 652 THROUGH ED 010 664. (AH) 23

ED 010 654 08

A FORCED-CHOICE PROCEDURE FOR MEASUREMENT OF PUPILS' ATTITUDES TOWARD MAJOR DIMENSIONS OF WORK, REPORT NUMBER 3.

BY- HEINER, HAROLD G. AND OTHERS

WASHINGTON STATE UNIV., PULLMAN

REPORT NUMBER ERD-257-65-3 PUB DATE DEC 66

WASHINGTON STATE BOARD FOR VOCAT. EDUC., OLYMPIA

REPORT NUMBER BR-5-0046-3

CONTRACT OEC-5-85-109

EDRS PRICE MF-$0.09 HC-$1.32 33P.

DESCRIPTORS- *MEASUREMENT INSTRUMENTS, *OCCUPATIONAL CHOICE, *OCCUPATIONAL GUIDANCE, *VOCATIONAL EDUCATION, *WORK ATTITUDES, CAREER PLANNING, JOB ANALYSIS, OLYMPIA, PULLMAN, SECONDARY SCHOOL STUDENTS, STUDENT ATTITUDES, VOCATIONAL COUNSELING, VOCATIONAL INTERESTS, WASHINGTON,

AN INSTRUMENT WAS DEVELOPED AND PILOT TESTED FOR MEASURING OCCUPATIONAL ATTITUDES OF SECONDARY SCHOOL STUDENTS TOWARD COMPONENT DIMENSIONS OF NONPROFESSIONAL-LEVEL WORK INVOLVED IN OFFICE, RETAIL, HEALTH SERVICE, AND CONSTRUCTION VOCATIONS. THE DIMENSIONS MEASURED WERE TOOLS, MATERIALS, NATURE OF TASKS, PERSONAL RELATIONSHIPS, AND PHYSICAL ENVIRONMENTS. THE INSTRUMENT PROVIDED A MEANS OF CONFRONTING SUBJECTS WITH THEORETICALLY "TOTAL" WORK SITUATIONS AND MEASURING THEIR PREFERENCES FOR "TOTAL" SITUATIONS OVER RESERVATIONS THEY WOULD HAVE ABOUT SOME DIMENSIONS. A TOTAL OF 133 SUBJECTS FROM THE SEVENTH, EIGHTH, AND NINTH GRADES WERE USED FOR TESTING. A RELIABILITY MEASURE FOR THE STUDENT TESTS WAS OBTAINED BY USING THE INSTRUMENT TO INTERVIEW 20 ADULTS WITH SEVERAL YEARS OF WORK EXPERIENCE. TEST RESULTS INDICATED THE INSTRUMENT'S POTENTIAL COUNSELING SUITABILITY FOR HELPING STUDENTS BETTER ANALYZE AND UNDERSTAND THEIR OCCUPATIONAL INTERESTS. THE AUTHORS SUGGESTED THAT THE

INSTRUMENT MIGHT ALSO BE USEFUL IN DETERMINING THE WAYS WHICH VOCATIONAL ATTITUDES OF INDIVIDUALS AND GROUPS ARE INFLUENCED BY SOCIOECONOMIC STATUS, AGE, AND SEX DIFFERENCES. PLANS FOR FURTHER VALIDATION AND STANDARDIZATION WERE RECOMMENDED. THIS VOLUME REPRESENTS PART 3 OF THE 13-PART FINAL REPORT ON THE VOCATIONAL-TECHNICAL EDUCATION RESEARCH AND DEVELOPMENT PROJECT OF WASHINGTON STATE UNIVERSITY. RELATED VOLUMES ARE ED 010 652 THROUGH ED 010 664. (JH)

ED 010 655 08

MAJOR TASK AND KNOWLEDGE CLUSTERS INVOLVED IN PERFORMANCE OF ELECTRONIC TECHNICIANS' WORK.

By- MILLS, BOYD C. RAHNLOW, HAROLD F.
WASHINGTON STATE UNIV., PULLMAN

REPORT NUMBER ERD-257-65-4 PUB DATE DEC 66
WASHINGTON STATE BOARD FOR VOCAT. EDUC., OLYMPIA
REPORT NUMBER BR-5-0046-4
CONTRACT OEC-5-85-109
EDRS PRICE MF-$0.18 HC-$2.84 71P.

DESCRIPTORS- *CURRICULUM RESEARCH, *ELECTRONICS, *JOB SKILLS, *OCCUPATIONAL INFORMATION, *VOCATIONAL EDUCATION, COLLEGE INSTRUCTION, OLYMPIA, PULLMAN, QUESTIONNAIRES, SKILLED LABOR, SUBPROFESSIONALS, TASK PERFORMANCE, WASHINGTON,

AN EFFORT WAS MADE TO IDENTIFY SPECIFIC KNOWLEDGES AND CLUSTERS OF KNOWLEDGES MOST WIDELY USEFUL IN MAJOR TYPES OF WORK COMMONLY DONE BY ELECTRONIC TECHNICIANS. PRINCIPAL TASKS OF TECHNICIANS WERE CLASSIFIED AS (1) DIAGNOSING TROUBLE IN SYSTEMS, (2) ADJUSTING AND OPERATING, (3) SERVICING, (4) ASSEMBLING, (5) INSTALLING, (6) DESIGNING AND COMPUTING, (7) APPLICATION, DISTRIBUTION, AND SALES IN ELECTRONICS, AND (8) QUALITY CONTROL AND TESTING. A QUESTIONNAIRE LISTING 643 KNOWLEDGES EXTRACTED FROM TEXTBOOKS, CURRICULUM GUIDES, AND COURSES OF STUDY WAS ADMINISTERED TO A SAMPLE OF WORKERS IN 64 ESTABLISHMENTS BROADLY REPRESENTATIVE OF THE NATIONAL PATTERN OF ELECTRONIC TECHNICIANS' WORK. THESE WORKERS DEEMED 84 OF THE 643 KNOWLEDGES ESSENTIAL FOR PERFORMANCE OF SIX OF THE EIGHT PRINCIPAL TASKS, AND 154 ESSENTIAL FOR PERFORMANCE OF THREE TO FIVE PRINCIPAL TASKS. THESE DATA WERE PROVIDED BY 154 USABLE QUESTIONNAIRES. THIS VOLUME REPRESENTS PART 4 OF THE 13-PART FINAL REPORT ON THE VOCATIONAL-TECHNICAL EDUCATION RESEARCH AND DEVELOPMENT PROJECT OF WASHINGTON STATE UNIVERSITY. RELATED REPORTS ARE ED 010 652 THROUGH ED 010 664. (JH)

ED 010 656 08

A RESEARCH MODEL FOR IDENTIFICATION OF TASK AND KNOWLEDGE CLUSTERS ASSOCIATED WITH PERFORMANCE OF MAJOR TYPES OF OFFICE EMPLOYEES' WORK. FINAL REPORT NUMBER 5.

By- PERKINS, EDWARD A., JR. BYRD, F. ROSS
WASHINGTON STATE UNIV., PULLMAN

REPORT NUMBER ERD-257-65-5 PUB DATE DEC 66
REPORT NUMBER BR-5-0046-5
CONTRACT OEC-5-85-109
EDRS PRICE MF-$0.18 HC-$2.92 73P.

DESCRIPTORS- *BUSINESS EDUCATION, *JOB ANALYSIS, *MODELS, *OCCUPATIONAL INFORMATION, *VOCATIONAL EDUCATION, CURRICULUM RESEARCH, DATA COLLECTION, JOB SKILLS, JOB TRAINING, OFFICE PRACTICE, PULLMAN, QUESTIONNAIRES, RESEARCH METHODOLOGY, SKILLED LABOR, STANDARD INDUSTRIAL CLASSIFICATIONS, SURVEYS, TASK PERFORMANCE, WASHINGTON,

AN EDUCATIONAL RESEARCH MODEL WAS DEVELOPED TO IDENTIFY AND CORRELATE MAJOR TASKS OF OFFICE WORKERS AND MAJOR REQUIRED KNOWLEDGES FOR PERFORMANCE OF THOSE TASKS. THE PURPOSE WAS TO SHOW ESSENTIAL COMBINATIONS OF TASK-KNOWLEDGE CLUSTERS FOR USE BY CURRICULUM PLANNERS IN DEVELOPING APPROPRIATE INSTRUCTIONAL PROGRAMS AND MATERIALS FOR OFFICE EDUCATION. THE TOTAL OFFICE LABOR FORCE IN THE STATE OF WASHINGTON WAS IDENTIFIED, USING CENSUS DATA AND OTHER DATA PROVIDED BY STATE AGENCIES. WITH THE ASSISTANCE OF UNIVERSITY STATISTICIANS AND ELECTRONIC COMPUTERS, A SAMPLE WAS SELECTED IN PROPORTION TO THE NUMBER OF OFFICE WORKERS IN FIVE OFFICE-SIZE CATEGORIES WITHIN 15 MAJOR STANDARD INDUSTRIAL CLASSIFICATION GROUPINGS, INCLUDING AGRICULTURE, MANUFACTURING, TRANSPORTATION, SERVICES, EDUCATION, AND GOVERNMENT. USING THE SELECTED SAMPLE (286 OFFICE WORKERS AND SUPERVISORS) AND ALSO A JURY OF EXPERTS, A QUESTIONNAIRE COMPOSED OF 600 OFFICE TASKS WAS VALIDATED. IN ADDITION TO PILOT TESTING THE QUESTIONNAIRE, A STRUCTURED PROCEDURE WAS DEVELOPED FOR ITS USE IN OTHER PROJECTS TO IDENTIFY MAJOR TASKS AND KNOWLEDGES OF A REPRESENTATIVE SAMPLE OF OFFICE WORKERS WITHIN ANY GEOGRAPHICAL AREA. A PARADIGM CONSTRUCTED FOR SUCH TASK-KNOWLEDGE INVESTIGATIONS WAS PRESENTED IN THE FORM OF FIVE FLOW CHARTS. THIS VOLUME REPRESENTS PART 5 OF A 13-PART FINAL REPORT ON THE VOCATIONAL-TECHNICAL EDUCATION RESEARCH AND DEVELOPMENT PROJECT OF WASHINGTON STATE UNIVERSITY. RELATED VOLUMES ARE ED 010 652 THROUGH ED 010 664. (JH)

ED 010 657 08

IDENTIFICATION OF MAJOR TASKS PERFORMED BY MERCHANDISING EMPLOYEES WORKING IN THREE STANDARD INDUSTRIAL CLASSIFICATIONS OF RETAIL ESTABLISHMENTS.

By- ERTEL, KENNETH A.
IDAHO UNIV., MOSCOW

REPORT NUMBER ERD-257-65-6 PUB DATE DEC 66
REPORT NUMBER BR-5-0046-6
CONTRACT OEC-5-85-109
EDRS PRICE MF-$0.18 HC-$4.68 117P.

DESCRIPTORS- *DISTRIBUTIVE EDUCATION, *JOB ANALYSIS, *MERCHANDISING, *OCCUPATIONAL INFORMATION, *VOCATIONAL EDUCATION, CAREERS, EMPLOYMENT OPPORTUNITIES, EMPLOYMENT PATTERNS, IDAHO, KING COUNTY, MOSCOW, OCCUPATIONS, PIERCE COUNTY, QUESTIONNAIRES, STANDARD INDUSTRIAL CLASSIFICATIONS, SURVEYS, TASK PERFORMANCE, WASHINGTON,

BY QUESTIONNAIRE, FACTS WERE OBTAINED REGARDING 12 CATEGORIES OF MERCHANDISING PERFORMED BY 609 SUPERVISORY AND NONSUPERVISORY PERSONNEL OF 33 DEPARTMENT, LIMITED-PRICE VARIETY, AND GENERAL MERCHANDISING STORES. THIS SAMPLE WAS SELECTED FROM A POPULATION OF 13,643 MERCHANDISING EMPLOYEES, WORKING IN A TOTAL OF 234 FIRMS, IN KING AND PIERCE COUNTIES, WASHINGTON. THE WORK CATEGORIES WERE SELLING, STOCKKEEPING, CHECKSTAND OPERATION, MERCHANDISE RECEIVING AND MARKING, DELIVERY, RECORD KEEPING, COMPUTING, DISPLAY, ADVERTISING, BUYING, PRICING, AND MERCHANDISE CONTROL. DATA GATHERED BY THE QUESTIONNAIRE WERE USED TO CALCULATE PERCENTAGES OF EMPLOYEES PERFORMING EACH CATEGORY OF WORK. OTHER COLLECTED DATA PROVIDED A PROFILE OF THE WORKERS IN TERMS OF OCCUPATIONAL TRAINING, EDUCATION, SEX, AGE, EXPERIENCE IN

PRESENT OCCUPATION, JOB MOBILITY, EMPHASIS OF HIGH SCHOOL STUDY, AND GROUPINGS OF MAJOR TASKS PERFORMED. THIS INFORMATION WAS TO BE USED IN IDENTIFICATION AND ASSESSMENT OF KNOWLEDGES AND KNOWLEDGE CLUSTERS MOST LIKELY TO PROVIDE BASES FOR TRAINING AND CAREER-LONG ADVANCEMENT. THE KNOWLEDGE ASSESSMENT STUDY WAS IN PROGRESS AT THE TIME OF REPORTING, AND FURTHER ANALYSIS OF THE QUESTIONNAIRE DATA WAS TO BE POSTPONED UNTIL AFTER ITS COMPLETION. THIS VOLUME REPRESENTS PART 6 OF THE 13-PART FINAL REPORT ON THE VOCATIONAL-TECHNICAL EDUCATION RESEARCH AND DEVELOPMENT PROJECT OF WASHINGTON STATE UNIVERSITY. RELATED VOLUMES ARE ED 010 652 THROUGH ED 010 664. (JH)

ED 010 658 08

IDENTIFICATION OF TASK AND KNOWLEDGE CLUSTERS ASSOCIATED WITH PERFORMANCE OF MAJOR TYPES OF BUILDING TRADES WORK, REPORT NUMBER 7.

BY- BAKANIS, WILLIAM A. AND OTHERS
WASHINGTON STATE UNIV., PULLMAN

REPORT NUMBER ERD-257-65-7 PUB DATE DEC 66
WASHINGTON STATE BOARD FOR VOCAT. EDUC., OLYMPIA
REPORT NUMBER BR-5-0046-7
CONTRACT OEC-5-85-109
EDRS PRICE MF-$0.27 HC-$7.36 184P.

DESCRIPTORS- *BUILDING TRADES, *JOB ANALYSIS, *OCCUPATIONAL INFORMATION, *VOCATIONAL EDUCATION, *WORK EXPERIENCE, BLUE COLLAR OCCUPATIONS, EMPLOYMENT PATTERNS, JOB SKILLS, JOB TRAINING, OLYMPIA, PULLMAN, QUESTIONNAIRES, SURVEYS, TASK PERFORMANCE, WASHINGTON,

CLUSTERS OF KNOWLEDGES WIDELY USEFUL TO BUILDING TRADES WORKERS WERE IDENTIFIED. BY QUESTIONNAIRES AND INTERVIEWS, UP-TO-DATE FACTS WERE OBTAINED REGARDING MAJOR TYPES OF TASKS PERFORMED BY A REPRESENTATIVE SAMPLE (229) OF BRICK LAYERS, CARPENTERS, CEMENT FINISHERS, ELECTRICIANS, IRON WORKERS, AND HEATING WORKERS. ON THE BASIS OF THIS INFORMATION, A JURY COMPRISED OF VOCATIONAL TEACHERS, A SCIENTIST, A MATHEMATICIAN, A LANGUAGE ARTS SPECIALIST, AND BUILDING TRADE EMPLOYEES AND SUPERVISORS IDENTIFIED KNOWLEDGES ASSOCIATED WITH THE PERFORMANCE OF MAJOR TASKS. CLUSTERS OF WIDELY USEFUL MATHEMATICS, SCIENCE, AND COMMUNICATION KNOWLEDGES WERE THEN DEFINED. THE AUTHORS ASSUMED THAT ACQUISITION OF SUCH KNOWLEDGES ALONG WITH REQUISITE SKILLS WOULD HELP STUDENTS SUCCEED IN BUILDING TRADE ENTRY JOBS AND SERVE AS BASES FOR RETRAINING, OCCUPATIONAL MOBILITY, AND CAREER-LONG ADVANCEMENT. THIS VOLUME REPRESENTS PART 7 OF THE 13-PART FINAL REPORT ON THE VOCATIONAL-TECHNICAL EDUCATION RESEARCH AND DEVELOPMENT PROJECT OF WASHINGTON STATE UNIVERSITY. RELATED VOLUMES ARE ED 010 652 THROUGH ED 010 664. (JH)

ED 010 659 08

MATHEMATICS CLUSTERS IN SELECTED AREAS OF VOCATIONAL EDUCATION, REPORT NUMBER 8.

BY- RAHNLOW, HAROLD F. WINCHELL, LEONARD
WASHINGTON STATE UNIV., PULLMAN

REPORT NUMBER ERD-257-65-8 PUB DATE 30 NOV 66
WASHINGTON STATE BOARD FOR VOCAT. EDUC., OLYMPIA
REPORT NUMBER BR-5-0046-8
CONTRACT OEC-5-85-109
EDRS PRICE MF-$0.09 HC-$0.60 19P.

DESCRIPTORS- *JOB ANALYSIS, *MATHEMATICAL APPLICATIONS, *MATHEMATICS INSTRUCTION, *OCCUPATIONAL INFORMATION, *VOCATIONAL EDUCATION, JOB SKILLS, JOB TRAINING, OLYMPIA, PULLMAN, WASHINGTON,

IDENTIFICATIONS WERE MADE OF THE MATHEMATICAL KNOWLEDGES COMMONLY USED IN OCCUPATIONS MOST READILY SUITABLE FOR NONCOLLEGE-BOUND YOUTH. TASK ITEMS FROM QUESTIONNAIRES USED IN OFFICE OCCUPATIONS, GENERAL MERCHANDISING, BUILDING TRADES, ELECTRONICS, FOOD SERVICE, CHILD CARE, AND AGRICULTURE STUDIES WERE EXAMINED FOR MATHEMATICAL KNOWLEDGE CONTENT. FIVE CLUSTERS OF MATHEMATICS KNOWLEDGES WERE FOUND TO BE USEFUL IN ALL THE JOB AREAS STUDIED. THESE CLUSTERS WERE (1) OPERATIONS WITH FRACTIONS, (2) OPERATIONS WITH DECIMALS, (3) CONVERSION OF FRACTIONS TO DECIMALS, (4) CONCEPT OF PERCENTAGE, AND (5) RATIO AND PROPORTION. STUDY RESULTS WERE CONSIDERED TENTATIVE. THIS VOLUME REPRESENTS PART 8 OF THE 13-PART FINAL REPORT ON THE VOCATIONAL-TECHNICAL EDUCATION RESEARCH AND DEVELOPMENT PROJECT OF WASHINGTON STATE UNIVERSITY. RELATED VOLUMES ARE ED 010 652 THROUGH ED 010 664. (JH)

ED 010 660 08

A SURVEY INSTRUMENT FOR IDENTIFYING CLUSTERS OF KNOWLEDGE AND COMPETENCIES ASSOCIATED WITH PERFORMANCE OF FOOD SERVICE WORK, REPORT NUMBER 9.

BY- RAHNLOW, HAROLD F. AND OTHERS
WASHINGTON STATE UNIV., PULLMAN

REPORT NUMBER ERD-257-65-9 PUB DATE DEC 66
WASHINGTON STATE BOARD FOR VOCAT. EDUC., OLYMPIA
REPORT NUMBER BR-5-0046-9
CONTRACT OEC-5-85-109
EDRS PRICE MF-$0.09 HC-$0.80 20P.

DESCRIPTORS- *CURRICULUM RESEARCH, *FOOD, *JOB ANALYSIS, *OCCUPATIONAL INFORMATION, *VOCATIONAL EDUCATION, FOODS INSTRUCTION, HOME ECONOMICS EDUCATION, JOB SKILLS, JOB TRAINING, MEASUREMENT INSTRUMENTS, OLYMPIA, PULLMAN, QUESTIONNAIRES, SURVEYS, TASK PERFORMANCE, WASHINGTON,

AS AN INITIAL STEP TOWARD IMPROVING VOCATIONAL CURRICULUMS IN FOOD SERVICING, A SPECIAL RESEARCH TEAM DEVELOPED AND FIELD TESTED A SURVEY INSTRUMENT FOR OBTAINING UP-TO-DATE INFORMATION ABOUT MAJOR TYPES AND COMBINATIONS OF TASKS PERFORMED BY FOOD SERVICE WORKERS. THE INSTRUMENT COVERED THE FOLLOWING BASIC TASKS OF FOOD SERVICING--(1) FOOD PREPARATION, (2) MANAGEMENT AND SUPERVISION OF COMMERCIAL AND INSTITUTIONAL FOOD SERVICE ESTABLISHMENTS, (3) MISCELLANEOUS TASKS OF FOOD SERVICE ESTABLISHMENTS, INCLUDING MAINTENANCE, CASHIERING, AND CLERICAL AND SECRETARIAL SUPPORT, (4) FOOD PURCHASING, AND (5) FOOD SERVING AND MENU PLANNING. FIELD TESTING WAS DONE WITH FOOD SERVICE EMPLOYEES OF A MODERN HOSPITAL AND HOTEL, UNIVERSITY DINING HALLS, AND THREE HIGHWAY RESTAURANTS. A COPY OF THE COMPLETED INSTRUMENT WAS PRESENTED. THIS VOLUME REPRESENTS PART 9 OF A 13-PART FINAL REPORT ON THE VOCATIONAL-TECHNICAL EDUCATION RESEARCH AND DEVELOPMENT PROJECT OF WASHINGTON STATE UNIVERSITY. RELATED VOLUMES ARE ED 010 652 THROUGH ED 010 664. (JH)

ED 010 661 08

A SURVEY INSTRUMENT FOR IDENTIFYING CLUSTERS OF KNOWLEDGE AND COMPETENCIES ASSOCIATED WITH PERFORMANCE OF CHILD CARE WORK,

REPORT NUMBER 10.
By- RAHNLOW, HAROLD F. CAVANAGH, CATHERINE
WASHINGTON STATE UNIV., PULLMAN
REPORT NUMBER ERD-257-65-10 PUB DATE DEC 66
WASHINGTON STATE BOARD FOR VOCAT. EDUC., OLYMPIA
REPORT NUMBER BR-5-0046-10
CONTRACT OEC-5-85-109
EDRS PRICE MF-$0.09 HC-$0.88 22P.

DESCRIPTORS- *CHILD CARE, *CURRICULUM RESEARCH, *JOB ANALYSIS, *OCCUPATIONAL INFORMATION, *VOCATIONAL EDUCATION, CHILD DEVELOPMENT, DAY CARE SERVICES, HOME ECONOMICS EDUCATION, JOB SKILLS, JOB TRAINING, MEASUREMENT INSTRUMENTS, OLYMPIA, PULLMAN, QUESTIONNAIRES, SURVEYS, TASK PERFORMANCE, WASHINGTON,

TO IMPROVE COMPATIBILITY BETWEEN ACADEMIC CURRICULUMS OFFERED IN CHILD CARE AND THE ACTUAL WORLD OF WORK IN THAT FIELD, A SPECIAL RESEARCH TEAM DEVELOPED AND FIELD TESTED A SURVEY INSTRUMENT DESIGNED TO OBTAIN UP-TO-DATE FACTS ABOUT MAJOR TYPES AND COMBINATIONS OF TASKS PERFORMED BY CHILD CARE WORKERS. FIELD TESTING WAS DONE WITH EMPLOYEES OF A PLAYSCHOOL AND A DAY NURSERY ASSOCIATION. SUBJECTS WERE ASKED TO INDICATE TASKS THEY PERFORMED IN THE FOLLOWING AREAS--(1) HOUSEKEEPING, (2) FOOD PREPARATION, (3) ASSISTING CHILDREN WITH ROUTINES, (4) MATERIAL PREPARATION, (5) CLERICAL AND SECRETARIAL WORK, (6) DIRECTING OR ASSISTING WITH ACTIVITIES, (7) PLANNING ACTIVITIES OR PROGRAMS, (8) PURCHASING, (9) WORKING WITH PARENTS, AND (10) GENERAL ADMINISTRATION. A COPY OF THE COMPLETED INSTRUMENT WAS PRESENTED. THIS VOLUME REPRESENTS PART 10 OF A 13-PART FINAL REPORT ON THE VOCATIONAL-TECHNICAL EDUCATION RESEARCH AND DEVELOPMENT PROJECT OF WASHINGTON STATE UNIVERSITY. RELATED VOLUMES ARE ED 010 652 THROUGH ED 010 664. (JH)

ED 010 662 08

EFFECTS OF COOPERATIVE OVERHEAD PROJECTION MASTER DEVELOPMENT. AN EXPERIMENT IN USE OF A SUMMER WORKSHOP TO STIMULATE DEVELOPMENT AND USE OF VISUAL AIDS BY VOCATIONAL AGRICULTURE TEACHERS.
By- MAGISOS, JOEL H. SLEETH, STANFORD
WASHINGTON STATE UNIV., PULLMAN
REPORT NUMBER ERD-257-65-11 PUB DATE 30 NOV 66
WASHINGTON STATE BOARD FOR VOCAT. EDUC., OLYMPIA
REPORT NUMBER BR-5-0046-11
CONTRACT OEC-5-85-109
EDRS PRICE MF-$0.09 HC-$2.20 55P.

DESCRIPTORS- *AGRICULTURE, *AUDIOVISUAL AIDS, *OVERHEAD PROJECTORS, *TRANSPARENCIES, *VOCATIONAL EDUCATION, INSTRUCTIONAL MATERIALS, OLYMPIA, PULLMAN, SUMMER WORKSHOPS, TEACHER IMPROVEMENT, TEACHING METHODS, WASHINGTON,

THE PURPOSE OF THIS PROJECT WAS TO TEST THE EFFECTS OF INVOLVING VOCATIONAL AGRICULTURAL TEACHERS IN THE DEVELOPMENT AND EXPERIMENTAL USE OF INSTRUCTIONAL MATERIALS. A GROUP OF 16 TEACHERS AT A SUMMER WORKSHOP PARTICIPATED IN PLANNING THE CONTENT AND DESIGN FOR 13 OVERHEAD PROJECTION MASTERS AND MADE PLANS FOR USING THEM EXPERIMENTALLY. THE TEACHERS ALSO AGREED TO EXAMINE THEIR INSTRUCTION PROGRAMS AND TO SEND THE PROJECT DIRECTOR SUGGESTIONS ON CONTENT FOR OTHER USEFUL PROJECTION MASTERS. AT THE TIME OF REPORTING, THE MATERIALS WERE BEING USED BY 14 OF THE 16 TEACHERS. SEVEN SIGNIFIED A DESIRE TO ATTEND ANOTHER INSTRUCTIONAL MATERIALS DEVELOPMENT WORKSHOP. REPRODUCTIONS OF THE PROJECTION MASTERS WERE INCLUDED. THIS VOLUME REPRESENTS PART 11 OF THE 13-PART FINAL REPORT ON THE VOCATIONAL-TECHNICAL EDUCATION RESEARCH AND DEVELOPMENT PROJECT OF WASHINGTON STATE UNIVERSITY. RELATED VOLUMES ARE ED 010 652 THROUGH ED 010 664. (TC)

ED 010 663 08

ANIMAL NUTRITION. PROGRAMMED INSTRUCTION UNITS, ANIMAL NUTRITION, FEED CHARACTERISTICS, VITAMINS, MINERALS. FINAL REPORT NUMBER 12.
By- LONG, GILBERT A.
WASHINGTON STATE UNIV., PULLMAN
REPORT NUMBER ERD-257-65-12 PUB DATE DEC 66
WASHINGTON STATE BOARD FOR VOCAT. EDUC., OLYMPIA
REPORT NUMBER BR-5-0046-12
CONTRACT OEC-5-85-109
EDRS PRICE MF-$0.18 HC-$4.40 110P.

DESCRIPTORS- *ANIMAL SCIENCES, *NUTRITION, *PROGRAMED MATERIALS, OLYMPIA, *VOCATIONAL AGRICULTURE, *VOCATIONAL EDUCATION, INSTRUCTIONAL MATERIALS, JOB TRAINING, MATERIAL DEVELOPMENT, OCCUPATIONAL INFORMATION, PROGRAMED UNITS, PULLMAN, WASHINGTON,

PRINCIPLES AND FACTS NECESSARY FOR EFFECTIVE ANIMAL NUTRITION PRACTICES WERE IDENTIFIED BY EXAMINATION OF RECENT SCIENTIFIC REPORTS. UTILIZING THIS INFORMATION, THE AUTHOR INVOLVED 16 VOCATIONAL AGRICULTURE TEACHERS IN THE DEVELOPMENT AND EXPERIMENTAL USE OF A UNIT OF PROGRAMED LEARNING MATERIALS. INSTRUCTIONAL RESULTS WERE NOT AVAILABLE AT THE TIME OF REPORTING. THERE WAS SUBSTANTIAL EVIDENCE, HOWEVER, THAT TEACHER INVOLVEMENT ACTIVATED THE ANALYTICAL ASSESSMENT OF OBJECTIVES AND INTEREST IN INNOVATIVE INSTRUCTION. THIS VOLUME REPRESENTS PART 12 OF THE 13-PART FINAL REPORT ON THE VOCATIONAL-TECHNICAL EDUCATION RESEARCH AND DEVELOPMENT PROJECT OF WASHINGTON STATE UNIVERSITY. RELATED VOLUMES ARE ED 010 652 THROUGH ED 010 664. (TC)

ED 010 664 08

LAND JUDGING AND PLANT NUTRITION, A PROGRAMMED INSTRUCTION UNIT, REPORT NUMBER 13.
By- LONG, GILBERT A.
WASHINGTON STATE UNIV., PULLMAN
REPORT NUMBER ERD-257-65-13 PUB DATE DEC 66
WASHINGTON STATE BOARD FOR VOCAT. EDUC., OLYMPIA
REPORT NUMBER BR-5-0046-13
CONTRACT OEC-5-85-109
EDRS PRICE MF-$0.18 HC-$3.40 85P.

DESCRIPTORS- *BOTANY, *LAND USE, *PROGRAMED MATERIALS, *VOCATIONAL AGRICULTURE, *VOCATIONAL EDUCATION, INSTRUCTIONAL MATERIALS, JOB TRAINING, MATERIAL DEVELOPMENT, OCCUPATIONAL INFORMATION, OLYMPIA, PROGRAMED UNITS, PULLMAN, WASHINGTON,

A UNIT OF PROGRAMED LEARNING MATERIALS WAS PRESENTED ON THE PRINCIPLES AND PROCEDURES OF LAND JUDGING AND PLANT NUTRITION. IN HIS PREPARATION, THE AUTHOR FIRST IDENTIFIED PRINCIPLES AND FACTS NECESSARY FOR EFFECTIVE LAND CLASSIFICATION AND PLANT NUTRITION BY EXAMINING RELEVANT SCIENTIFIC REPORTS. USING THIS INFORMATION, HE THEN FORMED A

TEAM OF 16 VOCATIONAL AGRICULTURE TEACHERS TO DEVELOP AND TENTATIVELY EVALUATE THE PROGRAMED MATERIALS. THESE TEACHERS WERE ENGAGED IN EXPERIMENTAL USE OF THE MATERIALS AT THE TIME OF REPORTING, AND EVIDENCE OF INSTRUCTIONAL RESULTS WAS NOT THEN AVAILABLE. THIS VOLUME REPRESENTS PART 13 OF A 13-PART FINAL REPORT ON THE VOCATIONAL-TECHNICAL EDUCATION RESEARCH AND DEVELOPMENT PROJECT OF WASHINGTON STATE UNIVERSITY. RELATED VOLUMES ARE ED 010 652 THROUGH ED 010 663. (JH)

ED 010 665 24

A SURVEY OF EDUCATIONAL RESEARCH AND AN APPRAISAL BY SCIENTISTS FROM OTHER FIELDS.

By- FATTU, N.A.

INDIANA UNIV., BLOOMINGTON, INST. OF EDUC. RES.

REPORT NUMBER CRP-525 PUB DATE JAN 67

REPORT NUMBER BR-5-0227

CONTRACT OEC-SAE-8134

EDRS PRICE MF-$0.54 HC-$14.60 365P.

DESCRIPTORS- *ATTITUDES, *EDUCATIONAL RESEARCH, *INTERVIEWS, *QUESTIONNAIRES, *STUDENT ATTITUDES, BLOOMINGTON, EVALUATION, FACULTY, INDIANA,

THE OBJECTIVE OF THIS SURVEY WAS TO OBTAIN A DESCRIPTION OF EDUCATIONAL RESEARCH AS PERCEIVED BY EDUCATIONAL RESEARCHERS. A QUESTIONNAIRE WAS USED TO STUDY THE ATTITUDES, IMPRESSIONS, AND IMAGES OF EDUCATIONAL RESEARCH THAT ARE HELD BY GRADUATE STUDENTS, FACULTY, AND DEANS. A STRUCTURED INTERVIEW WAS ALSO USED TO STUDY THE ATTITUDES AND PERCEPTIONS OF EDUCATIONAL RESEARCH HELD BY THE FACULTY AND DEANS OF EIGHT SCHOOLS SELECTED AS OUTSTANDING. AN ATTEMPT WAS MADE TO ASSESS THE RESULTS OF THE SURVEY BY MEANS OF DISCUSSIONS WITH SCIENTISTS FROM OTHER FIELDS. (TC)

ED 010 666 08

SUMMER INSTITUTE TO TRAIN DATA PROCESSING TEACHERS FOR THE NEW OKLAHOMA STATE-WIDE COMPUTER SCIENCE SYSTEM, FINAL REPORT ON PHASE I.

By- TUTTLE, FRANCIS

OKLAHOMA STATE BOARD OF VOCAT. EDUC., STILLWATER

REPORT NUMBER BR-6-2040 PUB DATE 1 SEP 66

OKLAHOMA STATE UNIV., STILLWATER, AGRIC.-APPL.SCI.

GRANT OEG-4-6-062040-0710

EDRS PRICE MF-$0.36 HC-$8.40 210P.

DESCRIPTORS- *COMPUTER PROGRAMS, *DATA PROCESSING, *INSTITUTE TYPE COURSES, *SYSTEMS APPROACH, *TEACHER WORKSHOPS, OKLAHOMA, QUESTIONNAIRES, STILLWATER, TEACHER EDUCATION,

AN INSTITUE WAS HELD TO DEVELOP TECHNICALLY QUALIFIED TEACHERS FOR DATA PROCESSING TECHNOLOGY PROGRAMS. THIRTY-FIVE TEACHERS WERE TRAINED TO HELP ALLEVIATE A CRITICAL NEED FOR QUALIFIED COMPUTER SCIENCE TEACHERS AND AT THE SAME TIME PROVIDE STAFF MEMBERS FOR A NEW STATEWIDE, DATA-COMMUNICATIONS, COMPUTER PROCESSING TECHNICAL PROGRAM. RESULTS OF THE FIRST SUMMER SEMINAR SUBSTANTIATED THE INITIAL HYPOTHESES THAT (1) QUALITY TEACHERS IN TELECOMMUNICATIONS DATA PROCESSING CAN BE TRAINED IN 2 WEEKS PROVIDING THEY HAVE AN ADEQUATE BACKGROUND, (2) CRITERIA CAN BE ESTABLISHED FOR SELECTION OF TEACHERS TO BE TRAINED TO TEACH DATA PROCESSING TECHNOLOGY IN POST-HIGH SCHOOL PROGRAMS, AND (3) PROSPECTIVE DATA PROCESSING TEACHERS CAN DEVELOP AN UNDERSTANDING OF THE ROLE OF TECHNICIANS IN AN AUTOMATED, INDUSTRIALIZED SOCIETY. MORE CONCLUSIVE RESEARCH FACTS WERE EXPECTED TO BE OBTAINED FROM THE SECOND SUMMER INSTITUTE. THE APPENDIXES INCLUDED A BIBLIOGRAPHY, A DATA COMMUNICATIONS GLOSSARY, AND A RESEARCH QUESTIONNAIRE FORM. (AL)

ED 010 667 24

TEACHERS EDUCATION CONFERENCE, PAPERS FOR PROGRAM ON THE NATURE AND IMPLICATIONS OF EARLY EDUCATIONAL STIMULATION (19TH, JANUARY 19-21, 1966).

By- FINDLEY, WARREN G. AND OTHERS

GEORGIA UNIV., ATHENS

REPORT NUMBER BR-5-0250 PUB DATE 66

EDRS PRICE MF-$0.54 HC-$15.96 399P.

DESCRIPTORS- *EARLY CHILDHOOD EDUCATION, *INTELLECTUAL DEVELOPMENT, *MOTIVATION TECHNIQUES, *STIMULUS BEHAVIOR, *STUDENT MOTIVATION, ATHENS, BIBLIOGRAPHIES, CONFERENCES, GEORGIA, LEARNING MOTIVATION, RESEARCH AND DEVELOPMENT CENTERS, STIMULUS DEVICES,

EIGHTEEN PAPERS WERE PRESENTED AT A CONFERENCE ON RESEARCH AND DEVELOPMENT OF EARLY EDUCATIONAL STIMULATION. ALL DEALT WITH EARLY AND CONTINUOUS INTELLECTUAL STIMULATION OF CHILDREN, AGES 3 THROUGH 12. THE PAPERS INCLUDED WERE--(1) INTRODUCTORY COMMENTS, (2) COGNITIVE STRUCTURE AND EARLY LEARNING, (3) OBSERVATIONAL TECHNIQUES FOR APPRAISING DEVELOPMENT, (4) SCHOOLS FOR TOMORROW, (5) PSYCHOLOGICAL SCALING AND EDUCATIONAL RESEARCH, (6) RESEARCH INVOLVING THE WECHSLER INTELLIGENCE SCALE FOR CHILDREN, (7) FINE ARTS, (8) FOREIGN LANGUAGE, (9) LISTENING, (10) MATHEMATICS, (11) PHYSICAL EDUCATION, (12) EARLY READING AND RELATED READINESS, (13) BIBLIOGRAPHY OF TYPES OF ELEMENTARY SCHOOL ORGANIZATIONS, (14) BIBLIOGRAPHY FOR SCIENCE IN CONNECTION WITH EARLY EDUCATIONAL STIMULATION, (15) ANALYSIS AND INTERPRETATION OF RESEARCH, (16) THE STUDY OF LANGUAGE (A MULTIDISCIPLINARY SCIENCE), (17) WRITTEN COMPOSITION, AND (18) CHILD DEVELOPMENT. (AL)

ED 010 668 24

EDUCATION AND THE VICTORIAN MIND OF ENGLAND.

By- ELLSWORTH, EDWARD W.

WHEELOCK COLL., BOSTON, MASS.

REPORT NUMBER CRP-S-034 PUB DATE 66

REPORT NUMBER BR-5-8278

EDRS PRICE MF-$0.09 HC-$0.76 19P.

DESCRIPTORS- *ADULT EDUCATION, *EDUCATIONAL OPPORTUNITIES, *EDUCATIONAL PHILOSOPHY, *PHILOSOPHY, *SOCIAL VALUES, BOSTON, ENGLAND, MASSACHUSETTS,

THE RELATION OF THE ATTITUDES OF LEADING PUBLIC MEN IN BRITAIN CONCERNING LARGE-SCALE EDUCATIONAL OPPORTUNITY TO THE GENERAL PHILOSOPHY OF LIFE IN THE VICTORIAN PERIOD WAS STUDIED. THE EDUCATIONAL IDEOLOGIES OF BENJAMIN DISRAELI, WILLIAM E. GLADSTONE, LORD JOHN RUSSELL, AND WILLIAM LOVETT WERE ASCERTAINED. ADULT EDUCATION IN 19TH-CENTURY BRITAIN WAS EXAMINED WITH SPECIFIC REFERENCE TO THE SOCIAL PHILOSOPHY EXPOUNDED IN AND BY LITERARY AND PHILOSOPHICAL SOCIETIES, MECHANICS INSTITUTES, LYCEUMS, WORKING MEN'S COLLEGES, SETTLEMENT HOUSES, AND PUBLISHING VENTURES. THE PROCEDURES USED WERE TO EXAMINE PRIVATE PAPERS, PUBLISHED WORKS,

GOVERNMENT REPORTS, BIOGRAPHIES, AND MONOGRAPHS. THE RESULTS AND CONCLUSIONS WERE PRESENTED IN DETAIL. THE ROLE OF ADULT EDUCATION IN FOSTERING A COHESIVE SOCIETY WAS EMPHASIZED. (TC)

ED 010 669 24
A STUDY OF FACTORS INVOLVED IN THE IDENTIFICATION AND ENCOURAGEMENT OF UNUSUAL ACADEMIC TALENT AMONG UNDERPRIVILEGED POPULATIONS. FINAL REPORT.
BY- BOND, HORACE M.
ATLANTA UNIV., GA.
REPORT NUMBER BR-5-0859 PUB DATE JAN 67
REPORT NUMBER CRP-458
CONTRACT OEC-SAE-8028
EDRS PRICE MF-$0.45 HC-$10.76 269P.

DESCRIPTORS- *ACADEMIC APTITUDE, *CULTURALLY DISADVANTAGED, *MOTIVATION, *NEGRO STUDENTS, *SOCIAL INFLUENCE, ACADEMIC ASPIRATION, ATLANTA, GEORGIA, RACIAL SEGREGATION,

MEMBERS OF THE NEGRO POPULATION OF THE UNITED STATES WHO HAD DEMONSTRATED "UNUSUAL ACADEMIC TALENT" BY RECEIVING AN ACADEMIC DOCTORAL DEGREE WERE STUDIED TO DETERMINE FACTORS THAT WOULD SERVE TO IDENTIFY ACADEMIC PROMISE AMONG UNDERPRIVILEGED GROUPS. FACTORS STUDIED INCLUDED THE IMPORTANCE OF (1) THE FAMILY, (2) THE EDUCATION AND OCCUPATION OF PARENTS, (3) THE SCHOOL, AND (4) THE PSYCHOLOGICAL AND MOTIVATIONAL CLIMATE OF THE COMMUNITY. FINDINGS SHOWED THAT (1) THERE ARE APPROXIMATELY 1,600 TO 1,800 LIVING NEGRO HOLDERS OF ACADEMIC DOCTORAL DEGREES, (2) THE PERCENTAGE OF THESE DEGREE HOLDERS WHO WERE FAMILY-RELATED FAR EXCEEDED NORMAL EXPECTATION, (3) SEGREGATED HIGH SCHOOLS VARIED IN DEGREE OF DOCTORATES PRODUCED FROM ONE IN SEVEN GRADUATES TO ONE IN 200 TO 300 GRADUATES, (4) STATE DOCTORATE PRODUCTIVITY VARIED WIDELY, AND (5) ABOUT TWO-THIRDS OF ALL NEGRO DOCTORATES WERE GRADUATED FROM PREDOMINANTLY NEGRO COLLEGES. RECOMMENDATIONS FOR IMPROVING EDUCATIONAL OPPORTUNITIES AMONG THE UNDERPRIVILEGED WERE OF A BROAD NATURE. THE AUTHOR BELIEVED THAT (1) DESEGREGATION OF SCHOOL ENROLLMENTS, AND OF TEACHING AND ADMINISTRATIVE STAFFS, SHOULD BE UNDERTAKEN AS SOON AS POSSIBLE, (2) PUBLIC SCHOOL SYSTEMS SHOULD INCLUDE SPECIALISTS IN THE ARTS OF CHARACTER BUILDING AND THE PSYCHOLOGY OF MOTIVATION, (3) SUCH EXPERIMENTAL DEVICES AS SPECIAL SHORT-TERM COACHING SHOULD BE INCORPORATED INTO THE REGULAR PRACTICE OF SCHOOLS, AND (4) A SPIRIT AND PROGRAM OF "UNIVERSAL REFORMISM" IS NEEDED TODAY. (AL)

ED 010 670 24
DEVELOPMENT OF INTER-AMERICAN TEST MATERIALS.
BY- MANUEL, HERSCHEL T.
TEXAS UNIV., AUSTIN
REPORT NUMBER CRP-2621 PUB DATE DEC 66
REPORT NUMBER BR-5-1017
CONTRACT OEC-5-1017
EDRS PRICE MF-$0.18 HC-$4.36 109P.

DESCRIPTORS- *ENGLISH, *PRETESTING, *READING COMPREHENSION, *SPANISH, *TEST CONSTRUCTION, AUSTIN, INTER AMERICAN TESTS, TEXAS,

TWO NEW TESTS WERE DEVELOPED IN THE INTER-AMERICAN TEST SERIES IN PARALLEL ENGLISH AND SPANISH EDITIONS. A PRESCHOOL TEST WAS ADDED TO THE TESTS OF GENERAL ABILITY AND A LEVEL 1 TEST ADDED TO THE TESTS OF READING. ALSO THE SPANISH EDITIONS OF SOME EARLIER TESTS WERE REVISED AND ADDITIONAL INTERPRETATIVE MATERIALS DEVELOPED. THE AUTHOR BELIEVED THAT THE NORMS OF THE TESTS ALREADY CONSTRUCTED SHOULD BE STRENGTHENED BY ADDITIONAL TESTING OF REFERENCE GROUPS. RELATED REPORTS ARE ED 001 702 AND ED 003 857. (TC)

ED 010 671 24
SCHOOL GOVERNMENT AND THE DETERMINANTS OF THE FISCAL SUPPORT FOR LARGE CITY EDUCATION SYSTEMS.
BY- RANNEY, DAVID C.
SOUTHERN ILLINOIS UNIV., EDWARDSVILLE
REPORT NUMBER BR-6-0211 PUB DATE 67
EDRS PRICE MF-$0.45 HC-$11.68 292P.

DESCRIPTORS- *EDUCATIONAL FINANCE, *FINANCIAL POLICY, *FINANCIAL SUPPORT, *SCHOOL FUNDS, *SCHOOL LAW, EDWARDSVILLE, ILLINOIS,

AN ANALYSIS WAS MADE OF THE DETERMINANTS OF LARGE CITY EDUCATIONAL FISCAL POLICY. A WIDE RANGE OF PROBLEMS AND ISSUES WERE PRESENTED WHICH EVOLVED FROM THE METROPOLITAN CONTEXT WITHIN WHICH LARGE CITY SCHOOL SYSTEMS OPERATE. THE STUDY FOUND THAT THE FORM OF SCHOOL GOVERNMENT IN LARGE CENTRAL CITIES WAS A RELATIVELY UNIMPORTANT FACTOR IN THE SUPPORT OF PUBLIC EDUCATION. THE RELATIONSHIP BETWEEN EDUCATIONAL AND NONEDUCATIONAL EXPENDITURES, HOWEVER, WAS SIGNIFICANT. (TC)

ED 010 672 24
SOCIAL PSYCHOLOGICAL ASPECTS OF SCHOOL BUILDING DESIGN.
BY- SMITH, LOUIS M. KEITH, PAT M.
WASHINGTON UNIV., ST.LOUIS, MO.,GRAD.INST.OF EDUC.
REPORT NUMBER CRP-S-223 PUB DATE 67
SAINT LOUIS UNIV., MO.
REPORT NUMBER BR-5-8123
EDRS PRICE MF-$0.63 HC-$19.00 475P.

DESCRIPTORS- *GROUP BEHAVIOR, *INTERACTION PROCESS ANALYSIS, *SCHOOL DESIGN, *SCHOOL PERSONNEL, *SOCIAL SCIENCES, DECISION MAKING SKILLS, EXPERIMENTAL SCHOOLS, KENSINGTON SCHOOL, MISSOURI, ROLE THEORY, SCHOOL ADMINISTRATION, SCHOOL ORGANIZATION, SCHOOL PLANNING, SCHOOL POLICY, SOCIAL CHARACTERISTICS, SOCIAL STRUCTURE, ST. LOUIS,

THE DEVELOPMENT AND INTEGRATION OF SOCIOPSYCHOLOGICAL ASPECTS OF SCHOOL DESIGN WERE INVESTIGATED BY FOCUSING ON THE IMPACT OF A UNIQUELY DESIGNED ELEMENTARY SCHOOL BUILDING, THE KENSINGTON SCHOOL. AN ATTEMPT WAS MADE TO SYNTHESIZE ROLE THEORY, DECISION MAKING THEORY, SOCIAL SYSTEM THEORY, AND SUCH PROBLEM AREAS AS STAFF PEER GROUPS, EDUCATIONAL INNOVATION, ADMINISTRATION, ORGANIZATION, AND SCHOOL POLICY INTO THE RESEARCH ACTIVITY. THE INVESTIGATION WAS A FORMULATIVE OR MODEL BUILDING STUDY, AND THE PRINCIPAL METHOD OF DATA COLLECTION WAS PARTICIPANT OBSERVATION. THIS WAS SUPPLEMENTED BY INFORMAL INTERVIEWS, INTENSIVE ANALYSIS OF RECORDS, AND VERBATIM ACCOUNTS OF MEETINGS. IT WAS CONCLUDED THAT, BY CONSIDERING THE UNANTICIPATED CONSEQUENCES OF PURPOSIVE ADMINISTRATIVE ACTION AND BOTH LATENT AND MANIFEST INFORMAL GROUP INFLUENCES, THE RESEARCHERS COULD BEST SEE HOW

THE RATIONAL AND INFORMAL PATTERNS OF INTERACTION OR BELIEF MEET IN THIS INNOVATIVE SITUATION AND HOW THESE PATTERNS HAVE IMPLICATIONS FOR EACH OTHER. (GO)

ED 010 673

REMOTE CONTINUING EDUCATION CENTER, OUTLINE PROGRAM.
By- SCHRAM, LLOYD W. AND OTHERS
WASHINGTON UNIV., SEATTLE

PUB DATE SEP 66

EDRS PRICE MF-$0.18 HC-$2.76 69P.

DESCRIPTORS- *CONTINUING EDUCATION CENTERS, *OFF CAMPUS FACILITIES, *RESIDENTIAL CENTERS, EDUCATIONAL FACILITIES, SEATTLE,

RECOMMENDATIONS WERE MADE FOR A REMOTE CONTINUING EDUCATION CENTER OPERATED BY THE UNIVERSITY OF WASHINGTON IN A SECLUDED AREA NEAR MANCHESTER, WASHINGTON, COMPLEMENTARY TO AN ADJACENT MARINE BIOLOGY RESEARCH CENTER. THE OPTIMUM CAPACITY SUGGESTED WAS FOR 60 PERSONS OVERNIGHT AND 150 FOR DAILY INSTRUCTION AND DINING. FACILITIES WOULD INCLUDE LECTURE, SEMINAR, AND COMMITTEE ROOMS, A LIBRARY, DINING ROOMS, KITCHEN, LIVING UNITS, LOUNGE AND ADMINISTRATIVE AREAS, PARKING, AND SEPARATE CABINS FOR FACULTY, RESEARCHERS, AND DISTINGUISHED VISITORS. OUTDOOR RECREATIONAL FACILITIES WOULD BE PROVIDED. FUTURE DEVELOPMENTS AND EXPANSION WERE CONSIDERED. APPENDIXES LIST AND DESCRIBE PROPOSED ROOMS, AREAS, AND SPACES, AS WELL AS ESTIMATED OCCUPANCY AND INCOME. A MAP OF THE PROPOSED SITE WAS INCLUDED. (JA)

ED 010 674

AC 000 002

CAMPUS CONTINUING EDUCATION CENTER, OUTLINE PROGRAM.
By- SCHRAN, LLOYD W. AND OTHERS
WASHINGTON UNIV., SEATTLE

PUB DATE MAR 66

EDRS PRICE MF-$0.18 HC-$4.32 108P.

DESCRIPTORS- *CONTINUING EDUCATION CENTERS, *EDUCATIONAL FACILITIES, *RESIDENTIAL CENTERS, SEATTLE,

LIMITED FACILITIES HAVE BEEN RESTRICTING EXISTING AND PROPOSED PROGRAMS IN ADULT EDUCATION AT THE UNIVERSITY OF WASHINGTON. THIS REPORT DESCRIBES A CAMPUS CONTINUING EDUCATION CENTER, WHICH WOULD AID IN THE EFFECTIVE PRESENTATION OF SHORT COURSES, CONFERENCES, INSTITUTES, AND SEMINARS. SUCH A CENTER SHOULD BE ABLE TO MEET 85 PERCENT OF THE SHORT COURSE AND CONFERENCE DEMANDS MADE OF IT IN 1975 FOR INSTRUCTION, DINING, LIVING, AND PARKING. RECOMMENDED AUDITORIUMS, LECTURE ROOMS, SEMINAR ROOMS, BANQUET AND DINING ROOMS, LIVING QUARTERS, ADMINISTRATIVE AREAS, AND PARKING FACILITIES ARE DISCUSSED. THE PRIORITY OF TYPES OF FACILITY IS SUGGESTED SO THAT A CORE FACILITY MIGHT LATER BE ENLARGED TO ITS MAXIMUM EXPANSION. ESTHETIC CONSIDERATIONS ARE OF PRIMARY IMPORTANCE. ANALYSIS OF PROJECTED PHYSICAL NEEDS, LISTS, AND DESCRIPTIONS OF SPECIFIC ROOMS ARE OUTLINED IN DETAIL IN THE APPENDIXES. (JA)

ED 010 675

PEOPLE'S EDUCATION PLAN.
By- CLIFFE, LIONEL
KIVUKONI COLL., DAR ES SALAAM (TANZANIA)

PUB DATE 66

EDRS PRICE MF-$0.09 HC-$1.68 42P.

DESCRIPTORS- *ADULT EDUCATION, *COMMUNITY DEVELOPMENT, *DEVELOPING NATIONS, *EDUCATIONAL PLANNING, DAR ES SALAAM, NATIONAL PROGRAMS, RESIDENTIAL CENTERS,

THIS REPORT OUTLINES A PLAN FOR ADULT EDUCATION AND COMMUNITY DEVELOPMENT IN TANZANIA FOR THE CITIZENS IN A NATIONAL DEVELOPMENT PROGRAM. THE PRINCIPAL PROPOSALS ARE FOR VILLAGE AND DISTRICT TRAINING CENTERS, ADULT EDUCATION COLLEGES AT RUNGEMBA AND KIVUKONI AND A COMMUNITY DEVELOPMENT TRAINING CENTER AT TENGERU, AND THE EXTENSION OF EXTRAMURAL CLASSES. THE STAFF AND FUNDS REQUIRED TO IMPLEMENT THE PLAN ARE DISCUSSED. A SECOND SECTION BRIEFLY DECRIBES THE ORIGIN, HISTORY, AND PROGRAM OF KIVUKONI COLLEGE, A RESIDENTIAL COLLEGE FOR ADULT EDUCATION. ITS STAFF AND STUDENTS ARE LISTED. (RD)

ED 010 676

AC 000 004

ADULT BASIC EDUCATION.
By- CORNISH, D. JOHN
CANADIAN ASSN. FOR ADULT EDUCATION
FRONTIER COLL., TORONTO (ONTARIO)
CANADIAN DEPT. OF CITIZENSHIP AND IMMIGRATION

PUB DATE 66

EDRS PRICE MF-$0.18 HC-$3.28 82P.

DESCRIPTORS- *ADULT BASIC EDUCATION, *ADULT PROGRAMS, *LEGISLATION, *POLICY FORMATION, *TEACHING METHODS, TORONTO,

THIS SEMINAR WAS CONCERNED WITH TECHNIQUES OF BASIC ADULT EDUCATION, BROAD POLICY, AND LEGISLATION. TOPICS OF ADDRESSES INCLUDED CANADIAN FACTS AND FIGURES, FRONTIER COLLEGE, ELLIOT LAKE CENTRE, LEASIDE EDUCATION ASSISTANCE PROJECT, INDIAN AFFAIRS, ADULT EDUCATION IN CALGARY, METROPOLITAN EDUCATIONAL TELEVISION ASSOCIATION, TECHNICAL AND VOCATIONAL TRAINING, PROGRAM 5, THE NEED FOR RESEARCH, AND ADULT DROPOUTS. AN APPENDIX CONTAINS RECOMMENDATIONS OF THE SEMINAR. THIS REPORT WAS PREPARED FOR PRESENTATION AT THE NATIONAL SEMINAR ON ADULT BASIC EDUCATION (TORONTO, MARCH 18-20, 1966). (JA)

ED 010 677

BASIC EDUCATION TEACHERS--SEVEN NEEDED QUALITIES.
By- PEARCE, FRANK C.
MODESTO JUNIOR COLL., CALIF.
REPORT NUMBER R-4-1

PUB DATE SEP 66

EDRS PRICE MF-$0.09 HC-$0.76 19P.

DESCRIPTORS- *ADULT BASIC EDUCATION, *EFFECTIVE TEACHING, *TEACHER ATTITUDES, *TEACHER CHARACTERISTICS, *TEACHER EVALUATION, ADMINISTRATOR ATTITUDES, INTERVIEWS, MODESTO, QUESTIONNAIRES, RESEARCH, STANISLAUS COUNTY MULTIOCCUPATIONAL ADULT TRAINING PROJECT, STUDENT OPINION, TEACHER SELECTION,

A STUDY WAS MADE BY MODESTO JUNIOR COLLEGE, MODESTO, CALIFORNIA, AT THE NEW HOPE ADULT RETRAINING CENTER, PART OF THE MODESTO MULTIOCCUPATIONAL PROJECT UNDER THE MANPOWER DEVELOPMENT AND TRAINING ACT, IN WHICH TRAINEES, TEACHERS, AND ADMINISTRATORS IDENTIFIED CHARACTERISTICS OF AN EFFECTIVE ADULT BASIC EDUCATION TEACHER. STUDENT OPINIONS WERE OBTAINED THROUGH GROUP DISCUSSION, BRAINSTORMING, AND QUESTIONNAIRES.

DEPTH INTERVIEWS WERE CONDUCTED WITH THE TEACHERS USING A CASE HISTORY APPROACH. TEACHERS AND ADMINISTRATORS DESCRIBED A HYPOTHETICAL TEACHER. THE STUDY SHOWED THAT MAINTAINING RESPECT FOR THE STUDENT IS OF PRIMARY IMPORTANCE. THE TEACHER MUST HAVE UNDERSTANDING, FLEXIBILITY, PATIENCE, HUMOR, PRACTICALITY, CREATIVITY, AND PREPARATION. AN INTERVIEW SCHEDULE DESIGNED FOR SCREENING POTENTIAL TEACHERS CALLED FOR BACKGROUND INFORMATION AND ATTITUDE MEASUREMENT OF APPLICANT REACTION TO SET SITUATIONS AND POSITION STATEMENTS. EIGHT REFERENCES WERE INCLUDED. (JA)

ED 010 678 AC 000 006

REPERTOIRE (DIRECTORY).
By- JOUBERT, MADELEINE
INSTITUT CANADIEN D'EDUCATION DES ADULTES

PUB DATE 67

EDRS PRICE MF-$0.18 HC-$3.60 90P.

DESCRIPTORS- *ADULT EDUCATION, *DIRECTORIES, *INSTITUTIONS, *ORGANIZATIONS (GROUPS), ADMINISTRATIVE ORGANIZATION, ADMISSION CRITERIA, FINANCIAL SUPPORT, FRENCH, MONTREAL, OBJECTIVES, PROGRAMS, PUBLICATIONS,

THIS DIRECTORY DESCRIBES, IN FRENCH, THE STRUCTURE, OBJECTIVES, ADMISSION REQUIREMENTS, AFFILIATIONS, EDUCATIONAL ACTIVITIES, AND PUBLICATIONS OF 62 ADULT EDUCATION ORGANIZATIONS AND INSTITUTIONS SERVING FRENCH-SPEAKING CANADA. IT INCLUDES DATA ON TYPE OF ORGANIZATION OR INSTITUTION, SCOPE OF ACTIVITY, REGION (WHERE SPECIFIED), FINANCIAL SUPPORT, PERSONNEL (EXCLUDING OFFICE STAFF), AND COOPERATING BODIES. (LY)

ED 010 679 AC 000 008

FEDERAL SUPPORT FOR ADULT EDUCATION, A DIRECTORY OF PROGRAMS AND SERVICES.
ADULT EDUCATION ASSN. OF U.S.A., WASHINGTON, D.C.

PUB DATE SEP 66

EDRS PRICE MF-$0.18 HC-$4.60 115P.

DESCRIPTORS- *ADULT EDUCATION, *DIRECTORIES, *FEDERAL AID, *FEDERAL LEGISLATION, *FEDERAL PROGRAMS, DISTRICT OF COLUMBIA, FINANCIAL SUPPORT,

THIS DIRECTORY GROUPS FEDERAL ADULT EDUCATION PROGRAMS AND SERVICES ALPHABETICALLY BY ADMINISTERING AGENCIES AND LISTS, WHEREVER APPLICABLE, (1) PROGRAM TITLE, (2) NATURE AND PURPOSE OF THE PROGRAM, (3) ELIGIBLE GROUPS AND ORGANIZATIONS, (4) AMOUNT (WHEN AVAILABLE) AND NATURE OF THE FUNDS OR OTHER ASSISTANCE, (5) LEGAL AUTHORITY, (6) SOURCES OF FURTHER INFORMATION, (7) PRINTED MATERIALS AVAILABLE, AND (8) ADDITIONAL COMMENTS. AMONG THOSE REPRESENTED ARE THE HOUSING AND URBAN DEVELOPMENT, INTERIOR, JUSTICE, LABOR, AND STATE DEPARTMENTS, AND VARIOUS INDEPENDENT EXECUTIVE AGENCIES, INCLUDING THOSE REPORTING DIRECTLY TO THE PRESIDENT. LISTS OF LEGISLATION AND A LIST OF SELECT PUBLICATIONS ARE INCLUDED. (LY)

ED 010 680 AC 000 009

NATIONAL UNIVERSITY EXTENSION ASSOCIATION, DIVISION OF COMMUNITY DEVELOPMENT, NEW DIMENSIONS IN COMMUNITY DEVELOPMENT (51ST, ALBUQUERQUE, JULY 22-27, 1966).
By- SENECAL, ROBERT SMITH, HARRY
IOWA UNIV., IOWA CITY, INST. OF PUBLIC AFFAIRS
NATIONAL UNIV. EXTENSION ASSN., MINNEAPOLIS, MINN.

PUB DATE DEC 66

EDRS PRICE MF-$0.18 HC-$3.20 80P.

DESCRIPTORS- *COMMUNITY ACTION, *COMMUNITY DEVELOPMENT, *PROFESSIONAL TRAINING, *UNIVERSITY EXTENSION, *URBAN EXTENSION, CONFERENCES, IOWA CITY, PROGRAM PLANNING,

CONFERENCE PROCEEDINGS ON THE ROLE OF UNIVERSITY EXTENSION IN COMMUNITY DEVELOPMENT OUTLINED PRINCIPAL ISSUES AND CURRENT PROJECTS OF THE DIVISION OF COMMUNITY DEVELOPMENT OF THE NATIONAL UNIVERSITY EXTENSION ASSOCIATION. ADULT EDUCATION WAS DISCUSSED, AS RELATED TO IMPLEMENTATION OF COMMUNITY DEVELOPMENT PROPOSALS UNDER TITLE 1 OF THE HIGHER EDUCATION ACT OF 1965. A UNIVERSITY OF OKLAHOMA PLAN FOR COMPREHENSIVE INTERDISCIPLINARY URBAN EXTENSION WORK IN TULSA WAS DESCRIBED, AS WAS A MICHIGAN STATE UNIVERSITY PROGRAM DESIGN FOR UNIVERSITY INVOLVEMENT IN SOLVING HUMAN RELATIONS PROBLEMS ON THE COMMUNITY LEVEL, COMMUNITY DEVELOPMENT ACTIVITIES OF WEST VIRGINIA UNIVERSITY THROUGH THE APPALACHIAN CENTER, AND SOUTHERN ILLINOIS UNIVERSITY AND UNIVERSITY OF WISCONSIN TRAINING PROGRAMS FOR OFFICE OF ECONOMIC OPPORTUNITY STAFF. SUGGESTIONS FOR THE PROSPECTS AND DIRECTIONS OF UNIVERSITY-BASED COMMUNITY DEVELOPMENT PROGRAMS WERE INCLUDED. (LY)

ED 010 681 AC 000 010

GRADUATE RESEARCH IN ADULT EDUCATION AND CLOSELY RELATED FIELDS AT FLORIDA STATE UNIVERSITY, 1950-1966.
By- CARPENTER, WILLIAM L. KAPOOR, SUDARSHAN
FLORIDA ST. UNIV., TALLAHASSEE, SCH. OF EDUCATION

PUB DATE JUN 66

EDRS PRICE MF-$0.18 HC-$3.56 89P.

DESCRIPTORS- *ADULT EDUCATION, *ADULT LEARNING, *ANNOTATED BIBLIOGRAPHIES, ABSTRACTING, COMMUNITY DEVELOPMENT, EDUCATIONAL METHODS, EDUCATIONAL RESEARCH, PROGRAM EVALUATION, PROGRAM PLANNING, TALLAHASSEE,

IN THIS COMPILATION OF ABSTRACTS OF 78 DOCTORAL DISSERTATIONS AND MASTER'S THESES PREPARED AT FLORIDA STATE UNIVERSITY IN ADULT EDUCATION AND RELATED FIELDS, 48 PERCENT COME FROM THE FIELD OF EDUCATION (EDUCATION, HOME AND FAMILY LIFE, AND SOCIAL WELFARE), 6 PERCENT FROM PSYCHOLOGY AND SOCIOLOGY, AND THE REMAINDER FROM OTHER DEPARTMENTS. RESEARCH REPORTS ARE DESCRIBED BRIEFLY AS TO PURPOSE AND METHODS, WITH A SUMMARY OF FINDINGS. AREAS COVERED ARE AGENCY AND PROGRAM ANALYSIS AND EVALUATION, PROGRAM DEVELOPMENT AND PLANNING, COMMUNITY DEVELOPMENT AND COMMUNITY SERVICES, ADULT EDUCATION PRACTICES, METHODS AND TECHNIQUES, THE ADULT EDUCATOR, CLIENTELE ANALYSIS, AND ADULT LEARNING. (FH)

ED 010 682 AL 000 008

THE MORPHO-SYNTACTIC TYPOLOGY OF THE SLAVIC LANGUAGES.
By- BIDWELL, CHARLES E.

PUB DATE SEP 64

EDRS PRICE MF-$0.09 HC-$1.08 27P.

DESCRIPTORS- *LANGUAGE TYPOLOGY, *MORPHOLOGY (LANGUAGES), *RUSSIAN, *SLAVIC LANGUAGES, DIALECTS, KERNEL SENTENCES, POLISH, SERBOCROATIAN, SYNTAX,

THIS PAPER STATES THE COMMON GRAMMATICAL FEATURES OF SLAVIC LANGUAGES AND MENTIONS MINOR VARIATIONS FROM THE PATTERN AS THEY EXIST IN THE SEPARATE LANGUAGES AND DIALECTS. THE AUTHOR DESCRIBES BOTH COMPONENTS OF SENTENCES AND THE ORDERING OF THESE COMPONENTS. THE BASIC KERNEL SENTENCES ARE LISTED WITH THE TYPES OF CONSTITUENTS OCCURRING IN THEM, AS WELL AS THE ORDER IN WHICH THEY OCCUR. TYPES OF SENTENCES AND CLAUSES, AND WAYS OF FORMING QUESTIONS AND INDICATING NEGATION AND AGREEMENT ARE ALL CONSIDERED IN SOME DETAIL. THE AUTHOR ALSO INDICATES THE WAYS IN WHICH THE SLAVIC GROUPS (EAST, WEST, AND SOUTH SLAVIC) DIFFER FROM EACH OTHER. (RL)

ED 010 683 AL 000 024

LANGUE AND PAROLE IN AMERICAN LINGUISTICS.

By- LEVIN, SAMUEL R.

PUB DATE 65

EDRS PRICE MF-$0.09 HC-$0.64 18P.

DESCRIPTORS- *DESCRIPTIVE LINGUISTICS, *LINGUISTIC THEORY, *TRANSFORMATION THEORY (LANGUAGE), GRAMMAR, LANGUAGE, LANGUAGE COMPETENCE, LINGUISTIC ANALYSIS, SPEECH,

THE PROBLEM OF THE NATURE OF LANGUAGE STRUCTURE IS CONSIDERED AND THE FORM WHICH ANY LINGUISTIC DESCRIPTION SHOULD TAKE. THE AUTHOR EXAMINES THE INFLUENCE OF THE SWISS LINGUIST, FERDINAND DE SAUSSURE, ON THE DEVELOPMENT OF AMERICAN LINGUISTICS. THE QUESTION OF "MENTALISM" IN LINGUISTICS IS REDUCED TO THE PROBLEM OF WHETHER LINGUISTIC TREATMENT SHOULD BE CONCERNED ONLY WITH THE OBJECTIVE DATA (SPEECH UTTERANCES) OR WHETHER IT SHOULD BE CONCERNED ALSO WITH VARIOUS MENTAL PROCESSES. EDWARD SAPIR'S "MENTALISM" FORESHADOWED THE INTEREST IN THE MENTAL COMPONENT OF GRAMMAR WHICH CHARACTERIZES THE WORK OF TRANSFORMATIONAL LINGUISTS. CHOMSKY'S TRANSFORMATION THEORY IS VIEWED AS A RETURN, WITH MODIFICATIONS, TO THE BROADER CONCERN WITH "LANGUAGE" URGED BY DE SAUSSURE, AND PURSUED INDEPENDENTLY BY SAPIR. THIS ARTICLE IS PUBLISHED IN "FOUNDATIONS OF LANGUAGE," VOLUME 1, 1965. (RL)

ED 010 684 AL 000 042

A CONDENSED ACCOUNT OF SYNTACTIC ANALYSIS OF MANDARIN.

By- HASHIMOTO, A. Y.

PUB DATE MAY 65

EDRS PRICE MF-$0.09 HC-$1.16 29P.

DESCRIPTORS- *GRAMMAR, *MANDARIN CHINESE, *TRANSFORMATION THEORY (LANGUAGE), LINGUISTIC ANALYSIS, SYNTAX,

VARIOUS ASPECTS OF MANDARIN CHINESE GRAMMAR HAVE BEEN EXTENSIVELY EXPLORED WITHIN THE GENERAL FRAMEWORK OF TRANSFORMATIONAL GRAMMAR IN THE PROJECT ON LINGUISTIC ANALYSIS AT OHIO STATE UNIVERSITY. THE PROBLEMS STUDIED INCLUDE SUCH GRAMMATICAL CATEGORIES AS ASPECT MARKERS, ADJECTIVES, EXISTENTIAL AND POSSESSIVE VERBS, INDEFINITE PRONOUNS, AND NUMERALS, AND DIFFERENT SIMPLE AS WELL AS SUCH COMPLEX CONSTRUCTIONS AS RESULTATIVE VERBS, THE BA, THE BEI, THE NEGATIVE, THE COMPARATIVE, THE MODIFYING CLAUSE, THE CONJUNCTION OF NP AND OF VBP, AND THE YES-NO QUESTION AND ANSWER. THE PRESENT PAPER IS A BRIEF SURVEY AND DISCUSSION OF THE RESEARCH WORK DONE SO FAR, IN THE LIGHT OF THE MANY ADVANCES IN THE UNDERSTANDING OF THE FORM OF A TRANSFORMATIONAL GRAMMAR, AS RECENTLY SUMMARIZED BY N. CHOMSKY. THIS ARTICLE APPEARS IN THE OHIO STATE UNIVERSITY RESEARCH FOUNDATION PROJECT ON LINGUISTIC ANALYSIS, REPORT NUMBER 10. (IT)

ED 010 685 AL 000 043

CHINESE GRAMMARS AND THE COMPUTER AT THE OHIO STATE UNIVERSITY. PRELIMINARY REPORT.

By- MEYERS, L.F. YANG, J.

PUB DATE MAY 65

EDRS PRICE MF-$0.09 HC-$0.52 13P.

DESCRIPTORS- *COMPUTATIONAL LINGUISTICS, *GRAMMAR, *TRANSFORMATION THEORY (LANGUAGE), COMIT, MANDARIN CHINESE, PROGRAMING, SNOBOL,

SAMPLE OUTPUT SENTENCES OF VARIOUS COMIT AND SNOBOL PROGRAMS FOR TESTING A CHINESE GENERATIVE GRAMMAR ARE PRESENTED. THE GRAMMAR CHOSEN FOR EXPERIMENTATION IS A PRELIMINARY VERSION OF A TRANSFORMATIONAL GRAMMAR. ALL OF THE COMIT PROGRAMS AND ONE OF THE SNOBOL PROGRAMS USE A LINEARIZED REPRESENTATION OF TREE STRUCTURES, WITH ADDITIONAL NUMERICAL SUBSCRIPTS FOR EASIER IDENTIFICATION OF CORRESPONDING PARENTHESES. A SNOBOL PROGRAM USES INSTEAD A LIST OF NODE NUMBERS, TOGETHER WITH IMMEDIATE ANCESTORS AND DESCENDANTS. A SET OF SUBROUTINES NOW BEING WRITTEN IN COMIT USES MODIFIED POLISH NOTATION, IN WHICH A SUBSCRIPT GIVES THE NUMBER OF NODES IMMEDIATELY DOMINATED BY A GIVEN ONE. ONE SUCCESSFUL COMIT PROGRAM FOR THE PHRASE STRUCTURE OF THE GRAMMAR IS ALSO EXTENDED TO A FEW TRANSFORMATION RULES, WHICH INVOLVE EMBEDDING. THIS ARTICLE APPEARS IN THE OHIO STATE UNIVERSITY RESEARCH FOUNDATION PROJECT ON LINGUISTIC ANALYSIS, REPORT NUMBER 10. (IT)

ED 010 686 AL 000 044

CONTRASTIVE STRESS AND EMPHATIC STRESS.

By- LU, JOHN H.T.

PUB DATE MAY 65

EDRS PRICE MF-$0.09 HC-$1.00 25P.

DESCRIPTORS- *ENGLISH, *GRAMMAR, *MANDARIN CHINESE, *TRANSFORMATION THEORY (LANGUAGE), PHONETIC STRESS,

AN ATTEMPT IS MADE, WITHIN THE GENERAL FRAMEWORK OF A TRANSFORMATIONAL GRAMMAR, TO ACCOUNT FOR THE PREDICTABILITY OF STRESS IN TERMS OF ITS UNDERLYING PHRASE STRUCTURES, TO PROVIDE SOME EXPLANATION FOR THE CONSTRUCTIONAL HOMONYMITY OF CONTRASTIVE STRESS IN SOME CASES, AND TO ILLUSTRATE WITH EXAMPLES FROM AMERICAN ENGLISH AND MANDARIN CHINESE SHOWING THAT THE SOLUTION PRESENTED CAN APPLY TO MORE THAN ONE NATURAL LANGUAGE. SOME CONSTITUENT STRUCTURE RULES IN ENGLISH RELATED TO THE PRESENT PROBLEM ARE GIVEN, AS WELL AS TRANSFORMATION RULES FOR CONTRASTIVE STRESS AND EMPHATIC STRESS. THIS ARTICLE APPEARS IN THE OHIO STATE UNIVERSITY RESEARCH FOUNDATION PROJECT ON LINGUISTIC ANALYSIS, REPORT NUMBER 10. (IT)

ED 010 687 AL 000 045

ENTAILMENT RULES IN SEMANTIC THEORY.

By- FILLMORE, C.J.

PUB DATE MAY 65

EDRS PRICE MF-$0.09 HC-$1.04 26P.

DESCRIPTORS- *GRAMMAR, *SEMANTICS, *TRANSFORMATION THEORY (LANGUAGE), ENGLISH, LINGUISTIC THEORY,

THE SPECIFIC FAILINGS ARE DISCUSSED IN THE SEMANTIC THEORY OF KATZ AND FODOR PROPOSED WITHIN CHOMSKY'S CURRENT TRANSFORMATIONAL FRAMEWORK. THE FIRST DEALS WITH THE SO-CALLED "RELATIONAL" CONCEPTS. FOR EXAMPLE, IT IS NOT EASY TO SEE HOW ANY SLIGHT MODIFICATION OF THE NOTION OF "SEMANTIC FEATURE" CAN LEAD TO THE CORRECT INTERPRETATION OF COMPARATIVE SENTENCES. THE SECOND IS THAT "ENTAILMENT RULES" ARE NOT PROVIDED, WHICH OPERATE IN THE FOLLOWING WAY--THERE IS A SENTENCE WHICH CANNOT BY ITSELF BE INTERPRETED BY THE ORDINARY SEMANTIC RULES. BASED ON THE GRAMMATICAL STRUCTURE OF X, THE ENTAILMENT RULES WILL CONVERT X INTO A SET OF SENTENCES Y SUCH THAT EACH OF THESE SENTENCES CAN BE INTERPRETED BY THE ORDINARY SEMANTIC RULES. EXAMPLES OF SITUATIONS IN ENGLISH CALLING FOR ENTAILMENT RULES ARE GIVEN, NAMELY (1) THE USE OF VERBS LIKE "KNOW," "REALIZE," AND "BE AWARE," (2) USES OF THE WORD "EVEN" IN SIMPLE ASSERTIONS AND COMPARATIVE CONSTRUCTIONS, (3) THE VARIOUS TYPES OF CONDITIONAL SENTENCES, AND (4) THE SEMANTIC PROPERTIES OF PAIRS OF WORDS LIKE "COME" VERSUS "GO," AND "BRING" VERSUS "TAKE." THE CONCLUSION THAT A SEMANTIC THEORY NEEDS AT LEAST SOME RULES OF THE ENTAILMENT TYPE HAS INTRODUCED AN IMPORTANT CONSIDERATION IN THE PERFORMANCE OF SEMANTIC ANALYSIS. THIS ARTICLE APPEARS IN THE OHIO STATE UNIVERSITY RESEARCH FOUNDATION PROJECT ON LINGUISTIC ANALYSIS, REPORT NUMBER 10. (IT)

ED 010 688 AL 000 055

SOME SOURCES OF READING PROBLEMS FOR NEGRO SPEAKERS OF NON-STANDARD ENGLISH.
By- LABOV, WILLIAM

PUB DATE 5 MAR 66

EDRS PRICE MF-$0.09 HC-$1.60 40P.

DESCRIPTORS- *CULTURALLY DISADVANTAGED, *EDUCATIONAL PROBLEMS, *NEGROES, *PUERTO RICANS, *READING, ENGLISH, GRAMMAR, NONSTANDARD DIALECTS, PHONOLOGY, SOCIOLINGUISTICS,

AN ATTEMPT IS MADE TO SUPPLY A SYSTEMATIC BASIS FOR THE STUDY OF THE ENGLISH OF NEGRO AND PUERTO RICAN CHILDREN AND FACTUAL INFORMATION SO THAT TEACHERS AND TEXT WRITERS CAN DESIGN THEIR EFFORTS WITH THESE SYSTEMS IN MIND. THE TWO BASIC TYPES OF PROBLEMS ARE (1) IGNORANCE OF STANDARD ENGLISH RULES ON THE PART OF SPEAKERS OF NONSTANDARD ENGLISH, AND (2) IGNORANCE OF NONSTANDARD ENGLISH RULES ON THE PART OF TEACHERS AND TEXT WRITERS. THE AUTHOR CONSIDERS THE FIRST-PRIORITY PROBLEM TO BE THE ABILITY TO READ AND COMPREHEND. HE SUMMARIZES THE PHONOLOGICAL AND GRAMMATICAL FEATURES FOUND GENERALLY IN NEGROES' SPEECH AND THE CONSEQUENCES OF THESE PROBLEMS FOR THE TEACHING OF READING. THE MOST SERIOUS DIFFICULTY RESULTS FROM THE DEVIATION OF THE UNDERLYING GRAMMATICAL STRUCTURE OF NONSTANDARD SPEECH FROM THAT OF STANDARD ENGLISH. (KL)

ED 010 689 AL 000 070

LINGUISTICS AND JAPANESE READING.
By- CROWLEY, DALE P.

PUB DATE 65

EDRS PRICE MF-$0.36 HC-$8.36 209P.

DESCRIPTORS- *JAPANESE, *LINGUISTICS, *READING MATERIALS, *WRITING, READING INSTRUCTION, TEXTBOOKS,

THE PRINCIPLES OF STRUCTURAL LINGUISTICS, THE DEVELOPMENT OF JAPANESE ORTHOGRAPHY, AND THE PSYCHOLOGY OF LEARNING ARE USED AS A BASIS FOR DEVELOPMENT OF A LINGUISTICALLY ORIENTED COURSE IN JAPANESE READING. THE FIRST PART OF THE TEXT IS DEVOTED TO THE RELATION BETWEEN READING AND LINGUISTICS. THE SECOND PART GIVES BACKGROUND MATERIAL ON JAPANESE ORTHOGRAPHY AND JAPANESE READING PEDAGOGY. THE THIRD PART IS A READING TEXT IN JAPANESE. THE TEXT CONTAINS 46 SMALL EXERCISES. EACH EXERCISE IS ACCOMPANIED BY A ROMANIZED TRANSCRIPTION. (KL)

ED 010 690

TRENDS AND IMPLICATIONS OF CURRENT RESEARCH IN DIALECTOLOGY.
By- BROZ, JAMES J., JR.
EDRS PRICE MF-$0.09 HC-$1.16 29P.

DESCRIPTORS- *ENGLISH, *LANGUAGE RESEARCH, *NONSTANDARD DIALECTS, *SOCIOLINGUISTICS, ATTITUDES, ETHNIC GROUPS, LEARNING DIFFICULTIES, LOWER CLASS, MIDDLE CLASS, NEGROES, VERBAL BEHAVIOR,

LINGUISTIC STUDIES IN CHICAGO, DETROIT, LONDON, NEW YORK CITY, AND WASHINGTON, D.C. ARE REVIEWED. THEY SUGGEST ONE OF THE CURRENT TRENDS IN DIALECT RESEARCH--NARROW LINGUISTIC, INTERDISCIPLINARY ANALYSES OF LANGUAGE VARIATION IN CITIES. ANOTHER TREND STUDIED IS THE DESCRIPTION OF THE SPEECH OF STUDENTS IN ELEMENTARY AND SECONDARY SCHOOLS, AND COLLEGES AND UNIVERSITIES, WHOSE SPEECH IS SO SEVERELY DIVERGENT AS TO CAUSE ACADEMIC FAILURE. BOTH TYPES OF STUDY OPEN THE WAY FOR INCLUDING FURTHER INVESTIGATIONS OF LANGUAGE VARIATION DESCRIPTIONS OF SOCIOLINGUISTIC PHENOMENA, INCLUDING PARALINGUISTIC FEATURES. (AUTHOR)

ED 010 691 AL 000 076

MODELS OF MEANING AND THE ANALYSIS OF DELUSIONAL LANGUAGE.
By- JOHNSON, RAYMOND L. GROSS, HERBERT S.
AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES
WASHINGTON SCHOOL OF PSYCHIATRY, WASHINGTON, D.C.
OFFICE OF SURGEON GENERAL, ARMY, WASHINGTON, D.C.
EDRS PRICE MF-$0.09 HC-$1.16 29P.

DESCRIPTORS- *COMPUTER PROGRAMS, *MEASUREMENT TECHNIQUES, *PSYCHOLINGUISTICS, *SEMANTICS, CONCEPT FORMATION, DATA PROCESSING, KEYWORDS, LANGUAGE RESEARCH, SEMANTIC DIFFERENTIAL TECHNIQUE,

THE SEMANTIC ANALYSIS OF DELUSIONAL CONCEPTS IN THE INTERVIEW LANGUAGE OF PSYCHOTIC PATIENT IS DESCRIBED. THE TECHNIQUE IS BASED ON THE SEMANTIC DIFFERENTIAL DEVISED BY OSGOOD, SUCI, AND TANNENBAUM. COMPUTATIONAL PROCEDURES ARE USED FOR THE DETECTION OF CLUSTERS OF KEYWORDS. THESE CLUSTERS PROVIDE A "NATURAL" CLASSIFICATION OF PEOPLE AND EVENTS, AS THEY ARE DESCRIBED IN THE COURSE OF THE INTERVIEW. THE COMPUTATIONAL PROCEDURE, AS NOW WORKED OUT, IS CONSIDERED FULLY FEASIBLE AS A ROUTINE RESEARCH TOOL. THE USE OF THE SEMANTIC DIFFERENTIAL AND THE COMPUTER ANALYSIS OF RESULTING DATA IS ECONOMICAL IN HUMAN AND MACHINE TIME, AND THE SEMANTIC RELATIONSHIPS DETECTED BY THESE METHODS ARE NOT OVERT AND OBVIOUS. THE METHODS ARE WELL-SUITED TO INTENSIVE

STUDY OF A SINGLE CASE. THIS IS A PREPUBLICATION DRAFT OF A PAPER TO BE PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE (133RD, DECEMBER 29-30, 1966). (KL)

ED 010 692 AL 000 089

AUTOMATIC ENGLISH-TO-LOGIC TRANSLATION IN A SIMPLIFIED MODEL, A STUDY IN THE LOGIC OF GRAMMAR. FINAL REPORT.

BY- BOHNERT, H.G. BACKER, P.O.
INTERNATIONAL BUSINESS MACHINE CORP.

PUB DATE MAR 66

DESCRIPTORS- *GRAMMAR, *MATHEMATICAL LOGIC, ARTIFICAL LANGUAGES, ENGLISH, LINGUISTIC THEORY, MACHINE TRANSLATION, PREDICATION, YORKTOWN HEIGHTS,

THE LATEST IN A SERIES OF ENGLISH-LIKE LANGUAGES IS DESCRIBED WHICH IS TRANSLATABLE INTO FORMS OF A FIRST-ORDER PREDICATE CALCULUS NOTATION. THE STUDY IS BASED ON THE HYPOTHESIS THAT SYNTACTIC AMBIGUITY ARISING FROM DIFFERENCES IN DEEP STRUCTURE CAN BE ADEQUATELY DESCRIBED ONLY IF THE DEEP STRUCTURES CAN BE SYSTEMATICALLY REPRESENTED. THE NOTATION OF MODERN LOGIC IS CONSIDERED A SUITABLE TOOL FOR REPRESENTING ASPECTS OF GRAMMAR, SUCH AS TENSE, WHICH ARE NOT PURELY LOGICAL. BASIC PARSING ALGORITHMS ARE EMBODIED IN A COMPUTER PROGRAM, WHICH NOT ONLY REVEALS ERRORS IN ALGORITHMS BUT PROVIDES SUGGESTIONS FOR POSSIBLE SIMPLIFYING PARAPHRASES. NATURAL LANGUAGES CORRELATES OF THE LOGICAL CONCEPTS OF DEGREE, GROUPING, QUANTIFICATION, AND SCOPE HAVE BEEN EXPLORED, AND SEVERAL LONGSTANDING SUGGESTIONS OF LOGICIANS HAVE BEEN FOLLOWED. THE LOGIC OF NATURAL GRAMMAR IS CONSIDERED A PROMISING FIELD OF INVESTIGATION FOR THEORETICAL LINGUISTICS. THIS DOCUMENT IS AVAILABLE FROM THE FEDERAL CLEARINGHOUSE AS AD 637 227. (KL)

ED 010 693

1966 SELECTED BIBLIOGRAPHY IN LINGUISTICS AND THE UNCOMMONLY TAUGHT LANGUAGES.

BY- TEOH, IRENE
ERIC CLEARINGHOUSE FOR LINGUISTICS, WASH., D.C.
CENTER FOR APPLIED LINGUISTICS, WASHINGTON, D.C.

PUB DATE JUN 67

EDRS PRICE MF-$0.18 HC-$2.68 67P.

DESCRIPTORS- *BIBLIOGRAPHIES, *LINGUISTICS, *UNCOMMONLY TAUGHT LANGUAGES, AFRICAN LANGUAGES, AFRO ASIATIC LANGUAGES, AMERICAN INDIAN LANGUAGES, AUSTRALIAN LANGUAGES, AUSTRO ASIATIC LANGUAGES, BASQUE, CAUCASIAN LANGUAGES, CLASSIFICATION, COMPUTATIONAL LINGUISTICS, DRAVIDIAN LANGUAGES, LANGUAGE TYPOLOGY, LANGUAGES, LINGUISTIC THEORY, MALAYO POLYNESIAN LANGUAGES, PSYCHOLINGUISTICS, SINO TIBETAN LANGUAGES, SOCIOLINGUISTICS, URALIC ALTAIC LANGUAGES,

THIS BIBLIOGRAPHY CONTAINS 730 TITLES OF BOOKS, MONOGRAPHS, JOURNAL ARTICLES, FESTSCHRIFTEN, BIBLIOGRAPHIES, AND UNPUBLISHED PAPERS. WITH FEW EXCEPTIONS, ONLY WORKS WRITTEN IN ENGLISH ARE LISTED. THE BIBLIOGRAPHY IS DIVIDED INTO THE FOLLOWING SECTIONS--(1) TERMINOLOGY, (2) LINGUISTIC THEORY AND METHOD, (3) PSYCHOLINGUISTICS, (4) SOCIOLINGUISTICS, (5) STRUCTURAL COMPARISON AND LANGUAGE TYPOLOGY, (6) COMPUTATIONAL LINGUISTICS, (7) PHILOSOPHY OF LANGUAGE, (8) CLASSIFICATION OF LANGUAGES, AND (9) UNCOMMONLY TAUGHT LANGUAGES. A FEW ITEMS PUBLISHED BEFORE AND AFTER 1966 ARE INCLUDED. (NC)

ED 010 694 CG 000 001

THE RELATIONSHIP BETWEEN A COLLEGE AND ITS STUDENTS.

BY- CALLIS, ROBERT
AMERICAN PERSONNEL AND GUIDANCE ASSN., WASH., D.C.

PUB DATE 4 APR 66

EDRS PRICE MF-$0.09 HC-$0.24 6P.

DESCRIPTORS- *HIGHER EDUCATION, *LEGAL RESPONSIBILITY, *STUDENT COLLEGE RELATIONSHIP, *STUDENT PERSONNEL WORK, COLLEGE STUDENTS, DISTRICT OF COLUMBIA, EDUCATIONAL POLICY, EDUCATIONAL RESPONSIBILITY,

WHETHER A COLLEGE STANDS IN RELATION TO ITS STUDENTS AS A PARENT TO A CHILD (IN LOCO PARENTIS) OR AS A PHYSICIAN TO HIS PATIENT (IN LOCO DOCTORIS) CAN BE VALIDATED BY STUDENT PERSONNEL WORKERS BY ANSWERING THE QUESTION, "IS THIS RELATIONSHIP NECESSARY AND DESIRABLE IN ORDER FOR THE COLLEGE TO PERFORM ITS MISSION, WHICH IS LEGALLY THAT OF EDUCATION." EDUCATION IS DEFINED AS THE TRAINING OF THE MIND. THE DEVELOPMENT OF ENRICHED EMOTIONAL RELATIONSHIPS WHICH A COLLEGE HAS WITH ITS STUDENTS, THEREFORE, IS AN EDUCATIONAL ONE (BRADY AND SNOXALL, 1965) TO CARRY OUT ITS LEGAL MISSION OF EDUCATION. OPERATIONAL PROCEDURES THUS ADOPTED BY A COLLEGE MUST SUPPORT THE PURPOSE OF EDUCATION OR BE ABANDONED. AN EVALUATION OF CURRENT STUDENT PERSONNEL PRACTICES MAY INDICATE SUPPORT FOR THIS DOCTRINE OR REVEAL GAPS IN EXISTING PROCEDURES IN SUCH AREAS AS ENRICHED EMOTIONAL CAPACITY AND SOUND ETHICAL VALUES. THE AUTHOR SUGGESTS THAT STUDENT PERSONNEL WORKERS BE LESS CONCERNED ABOUT BEING PARENTS AND MORE CONCERNED ABOUT BEING EDUCATORS. THIS SPEECH WAS PREPARED FOR THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION CONVENTION (WASHINGTON, D.C., SESSION 78, APRIL 4, 1966). (RM)

ED 010 695 CG 000 002

THE ORGANIZATION, DEVELOPMENT AND IMPLEMENTATION OF AN OCCUPATIONAL INFORMATION SERVICE PROGRAM IN THE HIGH SCHOOL.

BY- CAMPBELL, GEORGIA C.
KENTUCKY STATE DEPT. OF EDUCATION, FRANKFORT

PUB DATE SEP 65

EDRS PRICE MF-$0.09 HC-$1.08 27P.

DESCRIPTORS- *HIGH SCHOOLS, *INFORMATION STORAGE, *OCCUPATIONAL INFORMATION, EVALUATION TECHNIQUES, FRANKFORT, GUIDANCE PROGRAMS, INFORMATION PROCESSING, INFORMATION SYSTEMS,

OCCUPATIONAL INFORMATION SERVICE IN GUIDANCE FOCUSES ON THE DIFFERING NEEDS OF HIGH SCHOOL STUDENTS FOR KNOWLEDGE OF OCCUPATIONS. OCCUPATIONAL INFORMATION IS DEFINED AS ACCURATE, UP-TO-DATE TREATMENT AND INTERPRETATION OF DATA IMPORTANT TO THE PROCESS OF OCCUPATIONAL SELECTION, PREPARATION, PLACEMENT, AND ADJUSTMENT. TO MEET THE NEED FOR SUCH INFORMATION, A WELL-ORGANIZED OCCUPATIONAL INFORMATION SERVICE SHOULD BE PLANNED AND IMPLEMENTED AND BECOME AN INTEGRAL PART OF THE SCHOOL CURRICULUM. ORGANIZATION OF THE COLLECTION OF MATERIAL AS A WHOLE, IN TERMS OF WORTH, FREQUENCY OF ITEMS, AND COVERAGE AND AUTHENTICITY SHOULD BE THE GUIDING PRINCIPLES RATHER THAN MERE ACCUMULATION. THIS

PRESENTATION SETS FORTH AN INFORMATION SERVICE FOR STUDENTS AS WELL AS SUGGESTING SOURCES AND CRITERIA FOR EVALUATION OF INFORMATION. IT WAS RECOMMENDED THAT NEEDS OF USERS ARE BEST SERVED BY MATERIAL ORGANIZED AND FILED ACCORDING TO INTEREST AND ABILITY AREAS. AN OUTLINE FOR PREPARATION OF OCCUPATIONAL INFORMATION AND SUGGESTED METHODS AND TEACHING AIDS TO HELP STUDENTS UTILIZE IT IS INCLUDED. (JH)

ED 010 696 CG 000 003

ADULTS IN TRANSITION.

BY- SCHLOSSBERG, NANCY K.

PUB DATE 8 AUG 66

EDRS PRICE MF-$0.09 HC-$0.76 19P.

DESCRIPTORS- *ADULT DEVELOPMENT, *DEVELOPMENTAL PSYCHOLOGY, *PERSONALITY CHANGE, *PSYCHOLOGICAL NEEDS, *SELF CONCEPT, CHATHAN, HUMAN DIGNITY, INDIVIDUAL NEEDS, SELF EVALUATION,

THERE IS A LACK OF THEORY AND EMPIRICAL KNOWLEDGE CONCERNING ADULT DEVELOPMENT BETWEEN THE AGES OF 30 TO 60. THE POSTULATE THAT THIS PERIOD IS CHARACTERIZED BY STABILITY IS QUESTIONED. EXPLORATION TAKES PLACE ALL THROUGH LIFE. ITS QUALITY AND FOCUS MIGHT CHANGE, BUT THE PROCESS IS THE SAME. DEVELOPMENTAL MODELS COULD PROVIDE A MORE COMPREHENSIVE BACKDROP AGAINST WHICH TO EVALUATE PEOPLE IF THEY WERE CYCLICAL RATHER THAN LINEAR. A STUDY OF MALES-IN-TRANSITION, THOSE WHO REFUSE TO "STAY-PUT," MIGHT GIVE US CLUES TO BETTER UNDERSTAND THOSE WHO CAN AND THOSE WHO CANNOT TRANSFORM, CHANGE, AND PROGRESS. CURRENT MODELS OF HUMAN GROWTH AND DEVELOPMENT ARE NOT DESIGNED TO EXPLAIN CHANGE AND GROWTH. THE MISSING LINK IS THE PERSISTENT TENDENCY TO BECOME MORE FIT, MORE COMPETENT. THE NEED TO FEEL COMPETENT IS SELF-PROPELLING AND A POSITIVE EXPRESSION. COMPETENCY MUST BE CONSIDERED AS A CENTRAL CONCEPT IN UNDERSTANDING ADULT DEVELOPMENT, VIEWED IN A SOCIAL CONTEXT, AND INCLUDED IN DEVELOPMENTAL MODELS. TEN HYPOTHESES UPON WHICH TO BUILD RESEARCH ARE PRESENTED. TO FOCUS RESEARCH ON ADULTS-IN-TRANSITION WAS PROPOSED AS A BETTER WAY TO UNDERSTAND THE PROCESS OF ADULT DEVELOPMENT. THIS PAPER WAS PREPARED FOR PRESENTATION AT THE CONFERENCE ON THE TRAINING OF COUNSELORS OF ADULTS (CHATHAN, 1965). (RH)

ED 010 697 CG 000 005

THE COUNCIL ON COLLEGE-LEVEL EXAMINATIONS AND THE COMPREHENSIVE COLLEGE TESTS.

BY- BURNS, RICHARD L.
AMERICAN PERSONNEL AND GUIDANCE ASSN., WASH., D.C.

PUB DATE 6 APR 66

EDRS PRICE MF-$0.09 HC-$0.36 9P.

DESCRIPTORS- *ACHIEVEMENT TESTS, *ADULT STUDENTS, *COLLEGE CREDITS, *EVALUATION TECHNIQUES, ADULT EDUCATION, CREDITS, DISTRICT OF COLUMBIA, EDUCATIONAL EXPERIENCE, FOREIGN STUDENTS, LEARNING EXPERIENCE, SCREENING TESTS, TRANSFER STUDENTS,

THE TESTS ARE MEANS AVAILABLE TO THE INDIVIDUAL TO SEEK RECOGNITION FOR LEARNING OBTAINED FROM A CORRESPONDENCE COURSE, PRIVATE INSTRUCTION, TV COURSES, ON-THE-JOB TRAINING, GROUP DISCUSSIONS, AND PRIVATE LECTURES. THE COUNCIL BELIEVES THAT ACADEMIC CREDIT BY EXAMINATION FOR THESE UNAFFILIATED STUDENTS IS THE KEY TO THE FLEXIBILITY, INNOVATION, AND INDEPENDENT STUDY THAT WILL BE ESSENTIAL IN EDUCATION IN THE FUTURE. OTHER USES OF THE TESTS INCLUDE ASSISTANCE WITH THE EVALUATION OF TRANSFER STUDENTS, EVALUATION OF FOREIGN STUDENT EDUCATIONAL BACKGROUNDS, AND INSTITUTION SELF-EVALUATION. FIVE GENERAL EXAMINATIONS COVERING ENGLISH COMPOSITION, HUMANITIES, MATHEMATICS, NATURAL SCIENCE, AND SOCIAL SCIENCE-HISTORY ARE DESIGNED TO MEASURE UNDERGRADUATE ACHIEVEMENT. FRESHMAN AND SOPHOMORE NORMS ARE BASED ON A SAMPLE OF ENROLLEES IN 2- AND 4-YEAR COLLEGES. SPECIFIC SUBJECT EXAMINATIONS ARE DEVELOPED FOR WIDELY TAUGHT UNDERGRADUATE COURSES AND MAY BE USED TO AWARD CREDIT FOR THE COURSE IN QUESTION. THESE NORMS ARE BASED ON COLLEGE STUDENTS COMPLETING COURSES IN THE AREAS BEING TESTED. THIS SPEECH WAS PREPARED FOR THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION CONVENTION (WASHINGTON, D.C., SESSION 290, APRIL 6, 1966). (RH)

ED 010 698 CG 000 006

A STUDY OF CERTAIN FACTORS INVOLVED IN JOB PLACEMENT ACTIVITY OF HIGH SCHOOL AGE YOUTH.

BY- CAMPBELL, NORRIS C.
AMERICAN PERSONNEL AND GUIDANCE ASSN., WASH., D.C.

PUB DATE 5 APR 66

EDRS PRICE MF-$0.09 HC-$0.36 9P.

DESCRIPTORS- *EMPLOYMENT SERVICES, *HIGH SCHOOLS, *JOB PLACEMENT, *SECONDARY SCHOOL COUNSELORS, COLLEGE STUDENTS, DISTRICT OF COLUMBIA, EMPLOYMENT OPPORTUNITIES, HIGH SCHOOL STUDENTS, JOB SKILLS, QUESTIONNAIRES, STUDENT EMPLOYMENT,

KNOWLEDGE ABOUT JOB PLACEMENT ACTIVITY AMONG SCHOOL-AGE YOUTH WAS EXPLORED IN A SURVEY OF (1) SCHOOL COUNSELOR INVOLVEMENT IN JOB PLACEMENT, (2) ROLE OF OTHER AGENCIES, AND (3) SELF-EFFORT OF STUDENTS. TWO GROUPS WERE STUDIED--(1) 947 EAST TEXAS STATE UNIVERSITY FRESHMEN AND (2) 745 ABILENE CHRISTIAN COLLEGE FRESHMEN. SEX DISTRIBUTION WAS ABOUT EQUAL. NO LOCAL INFLUENCES WERE OBSERVED IN THESE GEOGRAPHICALLY SEPARATED GROUPS. THE QUESTIONNAIRE REGARDED PART-TIME VERSUS FULL-TIME EMPLOYMENT, OCCUPATION IN WHICH EMPLOYED, AMOUNT OF EMPLOYMENT, AND THOSE WHO HELPED IN OBTAINING THE EMPLOYMENT DURING THE LAST SCHOOL YEAR AND FIRST SUMMER OUT OF SCHOOL. THE SURVEY SHOWED THAT (1) SCHOOL PERSONNEL DID LITTLE TO HELP YOUNG PEOPLE FIND JOBS, (2) STATE EMPLOYMENT AGENCIES DID LITTLE MORE, AND (3) YOUNG PEOPLE WOULD LIKE TO WORK MORE. LESS THAN 5 PERCENT OBTAINED HELP FROM THE SCHOOLS AND STATE AGENCIES COMBINED. IMPLICATIONS STATED WERE (1) THERE IS A NEED FOR AN AGENCY TO MEET THE JOB NEEDS AND INTERESTS OF YOUNG PEOPLE, AND (2) ALTHOUGH LIMITED TO SOUTHWESTERN COLLEGE-BOUND STUDENTS, DIVERSITY OF THE AREA MAKES THE IMPLICATIONS GENERALLY VALUABLE. THIS SPEECH WAS PREPARED FOR THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION CONVENTION (WASHINGTON, D.C., SESSION 105, APRIL 5, 1966). (RH)

ED 010 699 CG 000 007

EVALUATING PROGRAMMED TEST INTERPRETATION USING EMOTIONAL AROUSAL AS A CRITERION.

BY- FORSTER, JERALD R.
AMERICAN PERSONNEL AND GUIDANCE ASSN., WASH., D.C.

PUB DATE 5 APR 66

EDRS PRICE MF-$0.09 HC-$0.24 6P.

DESCRIPTORS- *OVERACHIEVERS, *PROGRAMMED INSTRUCTION, *TEST

INTERPRETATION, *UNDERACHIEVERS, COUNSELING, DISTRICT OF COLUMBIA, INTELLIGENCE TESTS, INTERVIEWS, SELF EVALUATION,

THE QUESTION AS TO WHETHER OR NOT THE EMOTIONAL ASPECTS OF TEST INTERPRETATION MAKE IT INAPPROPRIATE FOR PROGRAMED METHODS WAS EXAMINED BY TWO METHODS OF TEST RESULT COMMUNICATION--PROGRAMED MATERIALS AND VERBAL COMMUNICATION BY A COUNSELOR. DEPENDENT VARIABLES WERE MEASURES OF EMOTIONAL AROUSAL RECORDED BY SKIN CONDUCTANCE UNITS AND THE GAIN IN SELF-ESTIMATION OCCURRING AS A RESULT OF THE TEST INTERPRETATION. ONE-HALF OF 56 MALE FRESHMEN SAMPLED FROM THE POPULATION OF OVERACHIEVERS, UNDERACHIEVERS, AND PREDICTABLE ACHIEVERS WERE RANDOMLY ASSIGNED TO THE PROGRAM METHOD, AND ONE-HALF ASSIGNED TO THE COUNSELOR INTERVIEW METHOD. ACCURACY IN SELF-ESTIMATION OF OVERACHIEVING AND UNDERACHIEVING BY PROGRAMED MATERIALS WAS SIGNIFICANTLY HIGHER THAN BY COUNSELOR INTERVIEW. UNDERACHIEVER'S AND PREDICTABLE ACHIEVER'S AROUSAL WAS LOWER THAN THE OVERACHIEVER (WHO MAY FEEL THREATENED) WHEN TEST RESULTS WERE COMMUNICATED BY COUNSELORS. STUDENTS WHO COULD ACCURATELY ESTIMATE THEIR APTITUDE CITED THE SAME COMMERCIALLY PREPARED, SELF-INTERPRETATION MATERIALS. THE AUTHOR CAUTIONS SCHOOL PERSONNEL TO BE AWARE OF A STUDENT'S CONCEPTION OF HIS ABILITY BEING BASED ON THE RESULTS OF ONE COMMERCIAL TEST THAT PROVIDES SELF-INTERPRETATION. THIS SPEECH WAS PREPARED FOR THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION CONVENTION (WASHINGTON, D.C., SESSION 217, APRIL 5, 1967). (JH)

ED 010 700 CG 000 008

FACILITATING LEARNING AND INDIVIDUAL DEVELOPMENT, TOWARD A THEORY FOR ELEMENTARY GUIDANCE. MINNESOTA GUIDANCE SERIES.
By- GRAMS, ARMIN
MINNESOTA STATE DEPT. OF EDUCATION, ST.PAUL
PUB DATE 66

EDRS PRICE MF-$0.36 HC-$8.96 224P.

DESCRIPTORS- *DEVELOPMENTAL GUIDANCE, *ELEMENTARY SCHOOL GUIDANCE, *HUMAN DEVELOPMENT, *LEARNING, ADJUSTMENT, ADMINISTRATOR ROLE, CHILD DEVELOPMENT, COUNSELORS, LEARNING THEORIES, PARENT ROLE, PSYCHOLOGISTS, SCHOOL NURSES, SELF CONCEPT, SOCIAL WORKERS, ST. PAUL, TEACHER ROLE,

A THEORY UPON WHICH ELEMENTARY GUIDANCE PROGRAMS CAN BE SOUNDLY DESIGNED IS PRESENTED. A MAJOR THEME IS THAT PSYCHOLOGICAL WELL-BEING OR GOOD ADJUSTMENT IS RELATED TO LEARNED, INDIVIDUAL COMPETENCIES SUCH AS COMMUNICATION AND INTERACTION IN DEPTH WITH OTHERS. THE APPROPRIATE CONCERN OF GUIDANCE THEN BECOMES TO FOSTER THESE COMPETENCIES, THUS EMOTIONALLY FREEING THE INDIVIDUAL TO LEARN IN THE CLASS ROOM. THE ROLES OF PARENTS, ELEMENTARY TEACHERS, SPECIALISTS, AND ADMINISTRATORS ARE EXAMINED FROM AN INDIVIDUAL AND TEAM VANTAGE POINT. A SUGGESTED DEMONSTRATION MODEL FOR AN ELEMENTARY GUIDANCE PROGRAM IS INCLUDED. MAJOR EMPHASIS IS THAT THE OBJECTIVE OF VASTLY IMPROVED LEARNING IN YOUNG CHILDREN CAN BE ACHIEVED ONLY AS ALL CONCERNED, INFORMED, AND RESPONSIBLE PARTIES ACCEPT THEIR SHARE OF THE RESPONSIBILITY AND BEND EVERY EFFORT TO PROVIDE THE IMPROVED GUIDANCE FOR THE ELEMENTARY SCHOOL CHILD. THIS DOCUMENT PRESENTS A COMPREHENSIVE PHILOSOPHY AND RATIONALE FOR THE DEVELOPMENT OF GUIDANCE PROGRAMS ON THE ELEMENTARY SCHOOL LEVEL. THIS REPORT IS ALSO AVAILABLE FROM THE MINNESOTA STATE DEPARTMENT OF EDUCATION, DOCUMENTS SECTION, CENTENNIAL BUILDING, ST. PAUL, 55101. (RM)

ED 010 701 CG 000 009

AN EXPERIMENT IN TEACHING DECISION-MAKING.
By- YABROFF, WILLIAM W.
CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO
REPORT NUMBER RB-9 PUB DATE SEP 64
EDRS PRICE MF-$0.09 HC-$0.36 9P.

DESCRIPTORS- *DECISION MAKING SKILLS, *EDUCATIONAL PLANNING, *EXPECTANCY TABLES, *GROUP GUIDANCE, *OCCUPATIONAL CHOICE, ABILITY GROUPING, GRADE 9, SACRAMENTO, STUDENTS, TEACHING,

TWO HUNDRED FORTY-EIGHT NINTH-GRADE STUDENTS WERE GIVEN 4 WEEKS OF DAILY INTENSIVE GROUP GUIDANCE ON VOCATIONAL AND EDUCATIONAL PLANNING PRIOR TO EXPERIMENTAL TREATMENT. STUDENTS WERE RANDOMLY DIVIDED INTO THREE ABILITY GROUPS AND THREE TREATMENT GROUPS. THE CONTROL GROUP RECEIVED NO FURTHER TREATMENT. GROUP 1 RECEIVED TRAINING USING LOCAL PROBABILITY DATA (EXPERIENCE TABLES). GROUP 2 RECEIVED INSTRUCTION IN DECISION-MAKING USING GENERAL PROBABILITY DATA SIMILAR TO THAT PRESENTED IN THE FIRST 4 WEEKS. GROUP 1 SCORED SIGNIFICANTLY HIGHER (BEYOND .01 LEVEL) THAN GROUPS 2 AND 3 AT ALL ABILITY LEVELS IN (1) KNOWLEDGE ABOUT THE PROCESS OF DECISION-MAKING, (2) AWARENESS OF HIGH SCHOOL AND COLLEGE ALTERNATIVES, AND (3) KNOWLEDGE OF THE PROBABILITIES INVOLVED IN THESE ALTERNATIVES. NO SIGNIFICANT DIFFERENCES BETWEEN SEXES WERE FOUND. THIS EXPERIMENT SUGGESTS THAT IN HELPING NINTH-GRADE STUDENTS LEARN DECISION-MAKING, LOCAL PROBABILITY DATA CAN BE MEANINGFUL TO STUDENTS AT ALL ABILITY LEVELS, EQUALLY EFFECTIVE WITH BOYS AND GIRLS, AND MORE EFFECTIVE THAN GENERAL DATA OR STRUCTURED GUIDANCE UNITS ON GENERAL INFORMATION. THE AUTHOR SUGGESTS THAT USING LOCAL DATA AND ALLOWING THE STUDENT TO MAKE HIS OWN TENTATIVE INTERPRETATION MAKES THE DATA MORE PERSONAL AND STIMULATES INTENSIVE GROUP DISCUSSION ABOUT EDUCATIONAL PLANS AND PERSONAL VALUES. (JH)

ED 010 702 CG 000 010

GATB LONGITUDINAL MATURATION STUDY.
By- DROEGE, ROBERT C.
AMERICAN PERSONNEL AND GUIDANCE ASSN., WASH., D.C.
PUB DATE 7 APR 66

EDRS PRICE MF-$0.09 HC-$0.92 23P.

DESCRIPTORS- *HIGH SCHOOL STUDENTS, *LONGITUDINAL STUDIES, *MATURATION, *VOCATIONAL COUNSELING, DISTRICT OF COLUMBIA, GENERAL APTITUDE TEST BATTERY (GATB), INDIVIDUAL DIFFERENCES, TEST SCORES, TESTING,

THIS ARTICLE DESCRIBES RESULTS OF THE FIRST IN A SERIES OF THREE LARGE-SCALE LONGITUDINAL STUDIES CONDUCTED BY THE U.S. EMPLOYMENT SERVICE TO INCREASE THE USEFULNESS OF THE GENERAL APTITUDE TEST BATTERY (GATB) FOR COUNSELING HIGH SCHOOL STUDENTS. THE FINAL SAMPLE CONSISTED OF 26,708 HIGH SCHOOL STUDENTS. ALL WERE TESTED WITH THE GATB IN 1950, AND THOSE IN THE LOWER HIGH SCHOOL GRADES WERE RETESTED IN THE 12TH GRADE. RESULTS WERE AS FOLLOWS--(1) STABILITY COEFFICIENTS WERE HIGHEST FOR THE 11TH-GRADE SAMPLE AND LOWEST FOR THE NINTH-GRADE SAMPLE, (2) INTERVAL BETWEEN INITIAL TESTING AND RETESTING HAD VERY LITTLE RELATIONSHIP TO SIZE OF PRACTICE EFFECT, (3) MATURATION INCREASES WERE

LARGEST BETWEEN THE NINTH AND 12TH GRADE AND SMALLEST BETWEEN THE 11TH AND 12TH GRADE, AND (4) OCCUPATIONAL APTITUDE PATTERN STABILITY WAS INCREASED THROUGH USE OF A "BAND" AROUND THE CUTTING SCORES. THIS SPEECH WAS PREPARED FOR THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION CONVENTION (WASHINGTON, D.C., SESSION 231, APRIL 7, 1966). (JH)

ED 010 703 CG 000 011

STUDIES IN SUCCESS, A PROMISING APPROACH TO THE VOCATIONAL GUIDANCE OF AVERAGE HIGH SCHOOL STUDENTS.
GROSSMONT UNION HIGH SCHOOL DISTICT, CALIF.

PUB DATE 64

EDRS PRICE MF-$0.18 HC-$5.12 128P.

DESCRIPTORS- *CHANGING ATTITUDES, *HIGH SCHOOL CURRICULUM, *NONCOLLEGE PREPARATORY STUDENTS, GROSSMONT, SELF CONCEPT, STUDENT ATTITUDES, VOCATIONAL COUNSELING,

THIS REPORT DESCRIBES AND EDUCATIONAL PLAN TO IMPROVE THE VOCATIONAL GUIDANCE OF AVERAGE OR NONCOLLEGE PREPARATORY HIGH SCHOOL STUDENTS. THE PROGRAM IS DESIGNED TO CREATE A POSITIVE ATTITUDE ON THE PART OF THE STUDENT TOWARD FORMAL EDUCATION, THE WORLD OF WORK, AND THE MEANS FOR SUCCEEDING IN ONE'S VOCATION THROUGH EXPERIENCES WHICH WILL PROVIDE A POSITIVE AND REALISTIC SELF-CONCEPT IN REALITY TESTING SITUATIONS. A COMPLETE UNIT OF STUDY FOR USE IN THE CLASSROOM IS PRESENTED AND INCLUDES A LISTING OF ALL MATERIALS NEEDED FOR IMPLEMENTATION AS WELL AS CLASSROOM METHODS WHICH WERE UTILIZED. THE RATIONALE EMPLOYED IN DEVELOPING THE UNIT AND IMPLICATIONS FOR TEACHERS AND GUIDANCE PERSONNEL ARE DISCUSSED. PRELIMINARY RESEARCH FINDINGS SUPPORT THE METHODOLOGY OF THIS PROGRAM. (RM)

ED 010 704 EA 000 011

FOLLOW-UP STUDY OF NORTHERN MICHIGAN UNIVERSITY MASTER OF ARTS GRADUATES.
BY- BJORK, CLARENCE M. STORDAHL, KALMER E.
NORTHERN MICHIGAN UNIV., MARQUETTE

PUB DATE MAR 66

EDRS PRICE MF-$0.18 HC-$2.84 71P.

DESCRIPTORS- *CURRICULUM EVALUATION, *EDUCATIONAL BACKGROUND, *EMPLOYMENT PATTERNS, *GRADUATE SURVEYS, *MASTERS DEGREES, COLLEGE STUDENTS, GRADUATE STUDY, INCOME, MARQUETTE, OCCUPATIONAL CHOICE, QUESTIONNAIRES, STUDENT OPINION,

IN 1960, THE UNIVERSITY OF NORTHERN MICHIGAN BEGAN ITS OWN PROGRAM LEADING TO A MASTER OF ARTS DEGREE. THE FOLLOWUP STUDY, CONDUCTED IN 1965 TO ASSESS THE PROGRAM'S EFFECTIVENESS, COVERED GENERAL CHARACTERISTICS OF THE GRADUATES, THEIR EDUCATIONAL HISTORY AND EMPLOYMENT, AND THEIR EVALUATION OF THE PROGRAM. A QUESTIONNAIRE WAS PRETESTED WITH 30 OF THE 437 GRADUATES. FOLLOWING PRETESTING, THE QUESTIONNAIRE WAS MAILED TO THE REMAINING 407 GRADUATES, AND 349 (80 PERCENT) GRADUATES RESPONDED. RESPONSES WERE SUMMARIZED AND TABULATED, AND DATA GATHERING INSTRUMENTS AND SAMPLES OF RESPONDENTS' COMMENTS WERE INCLUDED. (SK)

ED 010 705 EA 000 055

SITUATIONAL FACTORS INFLUENCING QUALITY TEACHING. EXPLORATORY PHASE--TEACHER IDENTIFICATION OF FACTORS - CONDITIONS, CLIMATE, COMPETENCIES - INFLUENCING THE TEACHING-LEARNING PROCESS IN KENTUCKY PUBLIC SCHOOLS.
BY- ELSWICK, D.E. AND OTHERS
KENTUCKY STATE DEPT. OF EDUCATION, FRANKFORT
EDRS PRICE MF-$0.18 HC-$2.52 63P.

DESCRIPTORS- *EFFECTIVE TEACHING, *INSERVICE TEACHER EDUCATION, *TEACHING CONDITIONS, EDUCATIONAL FACILITIES, FRANKFORT, INSTRUCTIONAL MATERIALS, LEADERSHIP, QUESTIONNAIRES, SCHOOL ADMINISTRATION, TEACHER SALARIES, TEACHERS,

A SURVEY WAS CONDUCTED TO IDENTIFY AND EVALUATE BOTH POSITIVE AND NEGATIVE SITUATIONAL FACTORS IN THE TEACHING-LEARNING PROCESS. RESPONSES WERE ANALYZED FROM 29 OF KENTUCKY'S 203 COUNTY AND INDEPENDENT SCHOOL DISTRICTS, REPRESENTING 877 ELEMENTARY TEACHERS, 454 SECONDARY TEACHERS, AND 48 ADMINISTRATIVE AND SUPERVISORY PERSONNEL. THE REPORT'S MAJOR SECTION, A COMPREHENSIVE STATE SUMMARY, RANKS FACTORS IN ORDER OF IMPORTANCE AS INDICATED BY THE THREE GROUPS OF RESPONDENTS. TEACHING CONDITIONS, PROFESSIONAL LEADERSHIP, ADEQUATE INSTRUCTIONAL MATERIALS, AND BUILDINGS AND FACILITIES ARE GENERALLY REGARDED AS MOST IMPORTANT. FACTORS RELATED TO SALARY ARE REGARDED AS LEAST IMPORTANT. SUMMARY RECOMMENDATIONS INCLUDE SUGGESTIONS FOR (1) DEVELOPMENT OF INSERVICE ACTIVITIES REQUESTED BY TEACHERS, (2) BUDGET ALLOTMENTS FOR EXPENDITURES THAT WILL CONTRIBUTE MOST EFFECTIVELY TO IMPROVEMENT OF INSTRUCTION, AND (3) REFINEMENT OF THIS RESEARCH DESIGN FOR A MORE INCLUSIVE RESEARCH AND DEVELOPMENT PROJECT. A REPRESENTATIVE DISTRICT REPORT IS INCLUDED, ILLUSTRATING THE PROCEDURE FOLLOWED FOR WEIGHTING OF CODING CATEGORIES TO ALLOW RESPONSE RANKING. (JK)

ED 010 706 EA 000 058

PRESENT PRACTICES IN MASTER'S DEGREE AND SPECIALIST IN EDUCATION DEGREE PROGRAMS FOR THE PREPARATION OF ELEMENTARY SCHOOL PRINCIPALS.
BY- ROBBINS, CLAYDON D.
MOORHEAD STATE COLL., MINN.

PUB DATE SEP 66

EDRS PRICE MF-$0.09 HC-$1.04 26P.

DESCRIPTORS- *ELEMENTARY SCHOOLS, *GRADUATE STUDY, *MASTERS DEGREES, *PRINCIPALS, *SPECIALIST IN EDUCATION DEGREES, ADMISSIONS CRITERIA, MOORHEAD, PROFESSIONAL EDUCATION,

PRACTICES OF 132 INSTITUTIONS IN 43 STATES AND THE DISTRICT OF COLUMBIA ACCREDITED TO OFFER PROGRAMS FOR THE PREPARATION OF ELEMENTARY SCHOOL PRINCIPALS AT THE GRADUATE LEVEL WERE COMPARED. EIGHTY-ONE INSTITUTIONS OFFER BOTH THE 1-YEAR MASTER'S DEGREE AND THE 2-YEAR SPECIALIST IN EDUCATION DEGREE PROGRAMS, 37 OFFER THE MASTER'S PROGRAM ONLY, NINE OFFER THE SPECIALIST PROGRAM ONLY, THREE OFFER NO PROGRAM, AND TWO GAVE INCOMPLETE INFORMATION. EIGHTEEN TABLES SUMMARIZE FINDINGS REGARDING THE REQUIREMENTS OF THE 207 PROGRAMS. MOST PROGRAMS INCLUDE NO THESIS OR FOREIGN LANGUAGE REQUIREMENTS, AND NO INTERNSHIP OR FIELD EXPERIENCE. THE STUDY RECOMMENDS THAT (1) A COMMON PROGRAM BE DEVELOPED IN ACCORD WITH RECOMMENDATIONS OF THE N.E.A. DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPLES, (2) THE 1-YEAR MASTER'S DEGREE PROGRAM BE REPLACED BY A 2-YEAR POST-BACCALAUREATE SPECIALIST IN EDUCATION PROGRAM, (3) EMPHASIS BE GIVEN TO CURRICULUM CONTENT CONCERNED WITH ORGANIZATION, ADMINISTRATION,

RESEARCH, AND RELATED AREAS OF LEADERSHIP, AND (4) THE CONCEPT OF ELEMENTARY SCHOOL PRINCIPALS BE UPGRADED TO A POSITION REQUIRING PEOPLE WITH PERSONAL, ACADEMIC, AND PROFESSIONAL QUALIFICATIONS WHICH ARE EXTRAORDINARY. (JK)

ED 010 707 EA 000 098

THE UNDERGRADUATE QUALITY POINT RATIOS OF 1,612 1965 UNIVERSITY OF CONNECTICUT GRADUATES.
By- FARNER, FRANK
CONNECTICUT UNIV., STORRS
REPORT NUMBER REPORT AC-65-66-2 PUB DATE APR 66
EDRS PRICE MF-$0.09 HC-$0.76 19P.

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *COLLEGE STUDENTS, *GRADE POINT AVERAGE, *HIGHER EDUCATION, *UNITS OF STUDY (SUBJECT FIELDS), STORRS,

THIS REPORT IS A COMPANION ANALYSIS TO A PRIOR REPORT, AC-65-66-1, APRIL, 1966. THE SOURCE, FORMAT, AND LIMITATIONS OF THIS STUDY ARE GIVEN IN THE PREVIOUS STUDY AND NOT REPEATED HERE. CONNECTICUT UNIVERSITY IS DIVIDED INTO TWO GROUPS FOR THE STUDY, THE COLLEGE OF LIBERAL ARTS AND THE PROFESSIONAL SCHOOLS, BOTH OF WHICH ARE FURTHER DIVIDED INTO 52 MAJORS AND 64 STUDY AREAS. THE RESULTS ARE PRESENTED IN THE FORM OF A QUALITY POINT RATIO MATRIX FOR THESE MAJORS AND STUDY AREAS, COVERING THE STUDENTS' ENTIRE UNIVERSITY CAREERS. THE FOLLOWING SIGNIFICANT RESULTS WERE NOTED--(1) THE OVERALL MEAN QUALITY POINT RATIO (QPR) WAS 2.47, (2) MEAN QPR'S OF MAJORS RANGED FROM 2.94 IN PHILOSOPHY TO 1.99 IN AGRICULTURAL ECONOMICS, (3) IN GENERAL, MAJORS HAD HIGHER QPR'S IN THEIR OWN STUDY AREAS THAN THEY HAD IN OTHERS, (4) STUDY AREA MEAN QPR'S RANGED FROM 3.27 IN MEDICAL TECHNOLOGY TO 2.00 IN SOCIAL WORK, AND IN GENERAL THE QPR'S IN PROFESSIONAL SCHOOLS WERE HIGHER THAN THOSE IN THE COLLEGE OF LIBERAL ARTS AND SCIENCES, AND (5) GENERALLY, MAJORS HAD HIGHER QPR'S IN THEIR OWN STUDY AREAS THAN THE REMAINING STUDENTS AS A WHOLE. (HW)

ED 010 708 EA 000 120

THE TEAMING OF PRINCIPALS PROJECT, A REPORT TO THE FUND FOR THE ADVANCEMENT OF EDUCATION.
By- ANASTASIOW, NICHOLAS J. FISCHLER, ABRAHAM S.
PALO ALTO UNIFIED SCHOOL DISTRICT, CALIF.
PUB DATE 66
EDRS PRICE MF-$0.18 HC-$3.12 78P.

DESCRIPTORS- *ADMINISTRATOR ROLE, *ELEMENTARY SCHOOLS, *PRINCIPALS, *SUPERVISION, *TEAM ADMINISTRATION, INSTRUCTIONAL IMPROVEMENT, PALO ALTO, QUESTIONNAIRE, SCHOOL ADMINISTRATION, SPECIALISTS, STAFF IMPROVEMENT,

THE CASE STUDY TECHNIQUE WAS USED TO RECORD AND ANALYZE THE FUNCTION AND EFFECT OF A FIVE-MAN ELEMENTARY PRINCIPAL TEAM OPERATION OF FIVE SCHOOLS. EACH TEAM MEMBER SHARED THE VESTED RESPONSIBILITY, ADMINISTRATION, AND INSTRUCTIONAL TASKS OF EACH SCHOOL BY PARTICIPATING IN GROUP PLANNING SESSIONS TO MAKE DECISIONS CONCERNING PROBLEMS IN THE FIVE SCHOOLS, AND BY ASSUMING RESPONSIBILITY FOR ONE OR MORE AREAS OF THE CURRICULUM IN ALL FIVE SCHOOLS. TESTS AND QUESTIONNAIRES USED TO VERIFY FINDINGS INCLUDED (1) LEADERSHIP BEHAVIOR DESCRIPTION QUESTIONNAIRE, (2) HOLLINGSHEAD TWO-FACTOR INDEX OF SOCIAL POSITION, (3) GOUGH'S ADJECTIVE CHECKLIST, (4) TEACHER QUESTIONNAIRE, (5) PUPIL ACHIEVEMENT, AND (6) ATTITUDE SCORES. RESULTS SHOWED (1) THE TEAM MEMBERS WERE ABLE TO WORK EFFICIENTLY AND EFFECTIVELY TOGETHER TO ACCOMPLISH THE ADMINISTRATIVE ACTS REQUIRED IN THE SCHOOL AND THE DISTRICT, (2) TEAM MEMBERS REALIZED A NEED FOR FURTHER, MORE SPECIALIZED TRAINING IN CURRICULUM, SUPERVISION, AND GROUP INTERACTION, (3) SLIGHTLY HIGHER INTEREST AND ACHIEVEMENT SCORES FROM THE CHILDREN AND MORE POSITIVE ATTITUDES FROM THE TEACHERS WERE OBTAINED IN THE TEAM-ADMINISTERED SCHOOLS THAN IN THE OTHER SCHOOLS IN THE DISTRICT, (4) THE STIMULATION AND INTERACTION WITH OTHER TEAM MEMBERS RESULTED IN MORE DECISIONS, (5) TEACHERS EXPRESSED CONCERN FOR NOT BEING INVOLVED IN THE DECISION-MAKING PROCESS IN EACH SCHOOL, AND (6) THE TEAM FAILED TO PROVIDE FOR SYSTEMATIC STAFF EVALUATION. (JB)

ED 010 709 EA 000 198

THE PROBLEMS OF MARKS.
By- DAVISON, HUGH M.
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
PUB DATE OCT 64
EDRS PRICE MF-$0.09 HC-$0.44 11P.

DESCRIPTORS- *GRADE POINT AVERAGE, *GRADING, *GROUPING (INSTRUCTIONAL PURPOSES), *STUDENT EVALUATION, UNIVERSITY PARK,

THE USE OF THE MULTITRACK, ACCELERATED, AND ENRICHMENT PROGRAMS CURRENTLY EMPLOYED IN HIGH SCHOOLS REQUIRES A CHANGE IN THE LETTER-GRADE GRADING SYSTEM. THE AUTHOR SUGGESTS ASSIGNING ROMAN NUMERALS TO THE TITLE OF THE COURSE TO DESIGNATE COURSE CONTENT DIFFICULTY OR REQUIRED STUDENT LEVEL OF PERFORMANCE. GRADE-POINT AVERAGE WOULD BE COMPUTED BY ADDING THE NUMERICAL EQUIVALENTS OF LETTER GRADES AND THE ROMAN NUMERAL AND DIVIDING THIS TOTAL BY THE SUM OF THE ROMAN NUMERALS. THIS PROCEDURE ACCOUNTS FOR THE VARIOUS SUBJECT-TO-SUBJECT LEVELS OF STUDENT PERFORMANCE WITHOUT ABANDONING FIVE-LETTER GRADES WITHIN EACH TRACK. (PP)

ED 010 710 EA 000 269

ORGANIZATIONAL GOALS--A SYSTEMS APPROACH.
By- OHM, ROBERT E.
NATIONAL CONF. OF PROFESSORS OF EDUCATIONAL ADMIN.
PUB DATE 25 AUG 66
EDRS PRICE MF-$0.09 HC-$0.64 16P.

DESCRIPTORS- *ADMINISTRATIVE ORGANIZATION, *OBJECTIVES, *PLANNING, *SYSTEMS APPROACH, DECISION MAKING SKILLS, LINCOLN, MODELS,

CONTEMPORARY SYSTEMS THEORISTS HAVE PROVIDED A HELPFUL VIEW OF THE WAY GOAL-STRUCTURE MAY SHAPE ADMINISTRATIVE BEHAVIOR IN EDUCATIONAL ORGANIZATIONS. THE "TRADITIONALIST" VIEW ASSIGNED ORGANIZATIONAL GOALS THE FUNCTIONS OF FORECASTING AND PLANNING. THE "EMERGING MODEL" VIEWED GOALS AS UNDEFINED ELEMENTS REQUIRING LITTLE SYSTEMATIC TREATMENT IN A THEORY OF ADMINISTRATION. MARCH AND SIMON, EXEMPLIFYING MODERN THINKING, CONSIDER GOALS AS BOTH OPERATIONAL, THOSE PERMITTING MEANS-END ANALYSIS, AND NONOPERATIONAL, THOSE REQUIRING SUBGOAL SPECIFICATION BEFORE MEANS-END ANALYSIS. THIS DISTINCTION PRESENTS DIFFERENCES IN THE DECISION-MAKING PROCESS AND ILLUSTRATES THE EFFECT OF GOALS ON ADMINISTRATIVE

STRUCTURE. THE VIEW OF GOALS AS UNDEFINED "GIVENS" HAS CHANGED TO ONE OF GOALS AS INTRINSIC FUNCTIONS IN THE ADMINISTRATIVE PROCESS. THIS PROJECT CONTINUES BY CLASSIFYING GOALS AND CONSTRAINTS SHAPING A DECISION AND EXPLORES AN IDENTIFIABLE FUNCTION IN THE SYSTEM. ALTHOUGH THE MODEL CONSTRUCTED NEEDS TESTING, "DIFFERENCES AMONG ORGANIZATIONS IN THE DISTRIBUTION OF GOALS (AS CLASSIFIED BY THE MODEL) WOULD BE PRESUMED TO BE RELATED TO DIFFERENCES IN STRUCTURE AND OUTPUT." ADMINISTRATORS MUST NOT VIEW GOALS AS "GIVENS" BUT AS THE CENTRAL ORDERING PROCESS OF A COMPLEX SYSTEM. THIS PAPER WAS PRESENTED AT THE ANNUAL NATIONAL CONFERENCE OF PROFESSORS OF EDUCATIONAL ADMINISTRATION (20TH, INDIANA UNIVERSITY, AUGUST 25, 1966). (GB)

ED 010 711 EA 000 271

MYTHS AND REALITY IN SCHOOL BOARD RESEARCH.

BY- MCCARTY, DONALD J.
AMERICAN EDUCATIONAL RESEARCH ASSN., WASH., D.C.

PUB DATE 17 FEB 66

EDRS PRICE MF-$0.09 HC-$0.64 16P.

DESCRIPTORS- *BOARDS OF EDUCATION, *COMMUNITY ROLE, *POWER STRUCTURE, *SUPERINTENDENT ROLE, CHICAGO, DECISION MAKING PROCESSES, DISTRICT OF COLUMBIA, EDUCATIONAL POLICY,

RESEARCH TO TEST A MODEL WHICH CORRELATES THE TYPES OF SCHOOL LEADERSHIP AND THE COMMUNITY POWER STRUCTURE WITH THE SYSTEM OF EDUCATION IS PRESENTED. INTERVIEWERS GATHERED DATA FROM 23 BOARDS OF EDUCATION IN NEW YORK. THREE PROFESSIONAL JUDGES INDEPENDENTLY CLASSIFIED EACH BOARD ACCORDING TO THE FOLLOWING THREE-PART MODEL--(1) THE COMMUNITY POWER STRUCTURE WAS EITHER DOMINATED (ELITE), FACTIONAL, PLURALISTIC, OR INERT, (2) THE SCHOOL BOARDS WERE EITHER DOMINATED, FACTIONAL, STATUS CONGRUENT, OR SANCTIONING, AND (3) THE ROLE OF THE SUPERINTENDENT WAS EITHER SERVANT, POLITICAL MANIPULATOR, PROFESSIONAL ADVISER, OR DECISION MAKER. THE DATA SHOW THAT A BOARD OF EDUCATION EXHIBITS THE SAME TYPE OF POWER STRUCTURE AS ITS COMMUNITY, AND THE SUPERINTENDENT'S ROLE IS A DIRECT FUNCTION OF BOTH. A DOMINATED COMMUNITY STRUCTURE RESULTS IN A DOMINATED BOARD WHICH CAUSES THE SUPERINTENDENT TO ASSUME THE ROLE OF SERVANT. THIS MODEL IS HELPFUL IN ANALYZING THE FOLLOWING CAUSATIONS IN THE DECISION-MAKING PROCESS--(1) DOMINATED BOARDS TURN TO ONE MEMBER FOR DECISIONS, (2) FACTIONAL BOARDS DEPEND UPON THE MAJORITY FOR DECISIONS, (3) STATUS CONGRUENT BOARDS DEPEND UPON EXTENSIVE DISCUSSION, AND (4) SANCTIONING BOARDS DEPEND UPON THE RECOMMENDATION OF THE SUPERINTENDENT. AN INTERVIEWER REPORT OF ONE OF THE 23 BOARDS OF EDUCATION STUDIED IS APPENDED. THIS PAPER WAS PREPARED FOR PRESENTATION AT THE ANNUAL CONFERENCE OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (CHICAGO, FEBRUARY 17, 1966). (GB)

ED 010 712 EC 000 001

AMERICAN PRINTING HOUSE FOR THE BLIND, INC., ITS HISTORY, PURPOSES AND POLICIES.

AMERICAN PRINTING HOUSE FOR BLIND, LOUISVILLE, KY.

PUB DATE 66

EDRS PRICE MF-$0.09 HC-$0.68 17P.

DESCRIPTORS- *BLIND, *BRAILLE, *INSTRUCTIONAL AIDS, *PARTIALLY SIGHTED, *TEXTBOOK PUBLICATIONS, BRAILLE BOOKS, FEDERAL AID, FEDERAL LEGISLATION, FINANCIAL SUPPORT, LARGE TYPE BOOKS, LOUISVILLE, PRINTING, PRIVATE AGENCIES, TALKING BOOKS,

FOUNDED IN 1858, THE AMERICAN PRINTING HOUSE (APH) FOR THE BLIND IN LOUISVILLE, KENTUCKY, IS THE WORLD'S LARGEST PUBLISHER OF LITERATURE FOR THE BLIND. IN 1965-66 THE OPERATING BUDGET EXCEEDED $3 MILLION, AND THERE WERE 440 PART-TIME EMPLOYEES. A HISTORY OF THE DEVELOPMENT AND GROWTH OF APH INCLUDES CONTROVERSY RESULTING IN THE FINAL CHOICE OF STANDARD ENGLISH BRAILLE GRADE 2 AS THE STANDARD TYPE FOR THE ENGLISH-SPEAKING WORLD. FEDERAL LEGISLATION SUPPORTING APH HAS INCREASED FROM $10,000 PROVIDED BY THE ACT OF 1879 TO $935,000 FOR EDUCATIONAL MATERIAL PLUS $75,000 FOR ADVISORY AND CONSULTANT SERVICES IN 1966. APH KEEPS ABREAST OF INK PRINT PUBLICATIONS SO THAT BRAILLE EDITIONS MAY BE ISSUED AT THE SAME TIME. IN ADDITION, SCHOOLS AND STATE DEPARTMENTS OF EDUCATION MAY REQUEST BRAILLE EDITIONS OF OTHER BOOKS AND MATERIALS. ALSO PUBLISHED ARE TALKING BOOKS, LARGE TYPE BOOKS, TANGIBLE MATERIALS, BRAILLE MUSIC, AND LITERATURE FOR ADULT BLIND. RESEARCH IN THE EDUCATION OF BLIND CHILDREN IS CONDUCTED BY THE DEPARTMENT OF EDUCATIONAL RESEARCH. (MY)

ED 010 713 EC 000 002

A MAGNA CARTA FOR THE EMOTIONALLY DISTURBED CHILD.

BY- SINCHES, RAPHAEL F.

PUB DATE 16 OCT 65

EDRS PRICE MF-$0.09 HC-$0.32 8P.

DESCRIPTORS- *EMOTIONALLY DISTURBED, *IDENTIFICATION, *PROGRAM DEVELOPMENT, *SPECIAL CLASSES, *STATE LEGISLATION, COMMUNITY RESOURCES, CURRICULUM, MANDATORY LEGISLATION, NEW YORK CITY, RECRUITMENT, TEACHER EDUCATION,

IN AN ADDRESS, THE AUTHOR ANTICIPATED BARRIERS AND PROBLEMS WHICH MIGHT ARISE WHEN JULY 1, 1966, LEGISLATION BECAME EFFECTIVE, REQUIRING SCHOOL DISTRICTS TO PROVIDE APPROPRIATE EDUCATION FOR EMOTIONALLY DISTURBED CHILDREN. ASPECTS INCLUDED ARE PROBLEMS OF DEFINITION AND DIAGNOSIS, COMMUNITY RESPONSIBILITIES IN PROVIDING COOPERATIVE MEDICAL AND SOCIAL SERVICES, VARYING DIRECTIONS OF SCHOOL PROGRAM ORGANIZATION, AND THE UNRESOLVED QUESTIONS OF RECRUITMENT, PREPARATION, AND CERTIFICATION OF TEACHERS. THIS PAPER WAS PREPARED FOR THE ANNUAL NEW YORK CONGRESS FOR MENTAL HEALTH (1ST, OCTOBER 16, 1965). (GW)

ED 010 714 EC 000 003

THE MICHIGAN PROGRAM FOR THE EDUCATION OF EMOTIONALLY DISTURBED CHILDREN.

MICHIGAN STATE BOARD OF EDUCATION, LANSING

REPORT NUMBER BULL-365 PUB DATE 66

EDRS PRICE MF-$0.09 HC-$1.44 36P.

DESCRIPTORS- *ADMINISTRATION, *PROGRAM GUIDES, *SPECIAL CLASSES, *STATE AID, EMOTIONALLY DISTURBED, LANSING,

TO ASSIST SCHOOL SYSTEMS IN SETTING UP CLASSES FOR THE EMOTIONALLY HANDICAPPED, THE LEGAL BASIS FOR MICHIGAN STATE-APPROVED PROGRAMS IS IDENTIFIED, STATE RULES AND REGULATIONS ARE REVIEWED, AND RELATIONSHIPS TO OTHER SCHOOL AND COMMUNITY SERVICES ARE INDICATED. INCLUDED ARE PROGRAMS AND THEIR GOALS, AND ADMINISTRATIVE DEFINITIONS AND PROCEDURES. DETAILED DESCRIPTIONS OF SUCH CLASSES, STEPS TO

PROGRAM APPROVAL, AND SUPERVISION REQUIREMENTS ARE GIVEN. RELEVANT STATE STATUTES ARE CITED. SIXTEEN REFERENCES ARE INCLUDED IN THE BIBLIOGRAPHY. (JW)

ED 010 715

GUIDELINES FOR THE REFERRAL OF CHILDREN WHO ARE SUSPECTED OR KNOWN TO BE EXCEPTIONAL.
BY- BODAHL, ELEANOR AND OTHERS
IDAHO STATE DEPT. OF EDUCATION, BOISE

PUB DATE MAR 66

EDRS PRICE MF-$0.09 HC-$1.28 32P.

DESCRIPTORS- *EXCEPTIONAL CHILDREN, *MENTALLY HANDICAPPED, *PHYSICAL CHARACTERISTICS, *PHYSICALLY HANDICAPPED, *PSYCHOLOGICAL CHARACTERISTICS, AURALLY HANDICAPPED, BEHAVIOR PATTERNS, BLIND, BOISE, CRIPPLED CHILDREN, DEAF, EDUCABLE MENTALLY HANDICAPPED, EMOTIONALLY DISTURBED, GIFTED, GUIDES, HEALTH IMPAIRED, MULTIPLE HANDICAPPED, SOCIALLY MALADJUSTED, SPEECH HANDICAPS, TRAINABLE MENTALLY HANDICAPPED, VISUALLY HANDICAPPED,

INFORMATION IS PROVIDED IN THIS BOOKLET ABOUT THE CRIPPLED AND HEALTH IMPAIRED, SPEECH IMPAIRED, HEARING IMPAIRED, DEAF, BLIND, PARTIALLY SEEING, EMOTIONALLY DISTURBED AND SOCIALLY MALADJUSTED, EDUCABLE MENTALLY HANDICAPPED, TRAINABLE MENTALLY HANDICAPPED, MULTIPLE HANDICAPPED, AND GIFTED. FOR EACH EXCEPTIONALITY, A DEFINITION, INCIDENCE FIGURES, AND CHARACTERISTICS ARE GIVEN. SEVEN GENERAL REFERENCES ARE ALSO PRESENTED. (MY)

ED 010 716

EC 000 005

TEACHING AIDS FOR CHILDREN WITH CEREBRAL PALSY.
BY- SINCHES, RAPHAEL F. AND OTHERS
NEW YORK STATE EDUCATION DEPARTMENT, ALBANY

PUB DATE 66

EDRS PRICE MF-$0.18 HC-$2.60 65P.

DESCRIPTORS- *CEREBRAL PALSY, *CONCEPT FORMATION, *INSTRUCTIONAL AIDS, *PERCEPTUAL DEVELOPMENT, *VERBAL DEVELOPMENT, ALBANY, EDUCATIONAL EQUIPMENT,

MANY CHILDREN WITH CEREBRAL PALSY HAVE VARIOUS PERCEPTUAL HANDICAPS WHICH RESULT FROM THE NEUROLOGICAL INFAIRMENT. TEACHING AIDS ARE DESCRIBED BY (1) NAME, (2) MATERIALS NEEDED IN CONSTRUCTION, (3) PICTORIAL REPRESENTATION, (4) EXPLANATION OF USE, AND (5) THE CONTRIBUTOR'S NAME. CATEGORIES OF AIDS INCLUDE (1) SENSORY DEVELOPMENT, (2) VERBAL DEVELOPMENT, (3) NUMBER DEVELOPMENT, AND (4) PHYSICAL EQUIPMENT AND FACILITIES. ADDITIONAL SOURCES ARE LISTED. (GB)

ED 010 717

GUIDELINES FOR IMPLEMENTATION OF THE PROGRAM FOR MINIMALLY BRAIN-INJURED CHILDREN, A SUPPLEMENT TO THE ADMINISTRATIVE GUIDE AND STATE PLAN FOR SPECIAL EDUCATION.
TEXAS EDUCATION AGENCY, AUSTIN

PUB DATE NOV 65

EDRS PRICE MF-$0.09 HC-$0.32 8P.

DESCRIPTORS- *ADMISSION CRITERIA, *MINIMALLY BRAIN INJURED, *PROGRAM DEVELOPMENT, *SPECIAL CLASSES, *STATE STANDARDS, AUSTIN, CLASS SIZE, PROGRAM ADMINISTRATION, PSYCHOLOGICAL EVALUATION, RECORDS (FORMS),

TEXAS STATE STANDARDS FOR SPECIAL CLASSES FOR MINIMALLY BRAIN-INJURED CHILDREN INCLUDE STUDY OF THE CHILD BY A PLACEMENT COMMITTEE AND A PSYCHOLOGICAL REEVALUATION OF THE CHILD EVERY 3 YEARS. CRITERIA FOR ADMISSION TO SPECIAL EDUCATION CLASSES AND MINIMALLY BRAIN-INJURED CLASSES, INSTRUCTIONS FOR ESTABLISHING AND OPERATING SPECIAL EDUCATION CLASSES, AND RECORDS TO BE KEPT AVAILABLE FOR REVIEW BY TEXAS EDUCATION AGENCY REPRESENTATIVES ARE LISTED. CLASS SIZES ARE SPECIFIED. (GB)

ED 010 718

EC 000 007

STATE PLAN FOR SPECIAL EDUCATION.
TEXAS EDUCATION AGENCY, AUSTIN
REPORT NUMBER TEA-11-65-3500-1126-B-705 PUB DATE NOV 65
EDRS PRICE MF-$0.18 HC-$2.56 64P.

DESCRIPTORS- *PROGRAM ADMINISTRATION, *PROGRAM DEVELOPMENT, *PSYCHOLOGICAL EVALUATION, *SPECIAL EDUCATION, *TEACHER CERTIFICATION, AUSTIN, BLIND, DEAF, DEAF BLIND, DEAF PRESCHOOL PROGRAMS, EDUCABLE MENTALLY HANDICAPPED, EMOTIONALLY DISTURBED, HARD OF HEARING, HEARING THERAPY, HOMEBOUND CHILDREN, HOSPITALIZED CHILDREN, MENTALLY HANDICAPPED, MINIMALLY BRAIN INJURED, PARTIALLY SEEING, PHYSICALLY HANDICAPPED, SPEECH THERAPY, TEXTBOOKS, TRAINABLE MENTALLY HANDICAPPED, TRANSPORTATION,

THIS BULLETIN INCLUDES INFORMATION FOR THE INITIATION, ORGANIZATION, AND OPERATION OF SPECIAL EDUCATION PROGRAMS IN TEXAS. PROGRAMS DESCRIBED ARE FOR THE BLIND, PARTIALLY SIGHTED, PHYSICALLY HANDICAPPED, HOMEBOUND OR HOSPITALIZED, MINIMALLY BRAIN-INJURED, DEAF AND SEVERELY HARD OF HEARING, EDUCABLE MENTALLY HANDICAPPED, TRAINABLE MENTALLY HANDICAPPED, SPEECH AND HEARING THERAPY, EMOTIONALLY DISTURBED CHILDREN, PRESCHOOL DEAF CHILDREN, AND DEAF-BLIND OR NONSPEAKING BLIND CHILDREN. IN ADDITION TO PROGRAM DESCRIPTIONS, INFORMATION IS GIVEN ABOUT LOCAL PLANNING, PSYCHOLOGICAL REPORTING, TEXTBOOKS, TEACHER CERTIFICATION, AND TRANSPORTATION. (CG)

ED 010 719

EC 000 008

THE LA GRANGE AREA DEPARTMENT OF SPECIAL EDUCATION HANDBOOK, 1965-1966.
LA GRANGE AREA DEPT. OF SPECIAL EDUC., CHICAGO, ILL

PUB DATE 66

EDRS PRICE MF-$0.09 HC-$1.48 37P.

DESCRIPTORS- *COOPERATIVE PROGRAMS, *MENTALLY HANDICAPPED, *PHYSICALLY HANDICAPPED, *SOCIALLY MALADJUSTED, *SPECIAL EDUCATION, ADMINISTRATION, AURALLY HANDICAPPED, BLIND, EMOTIONALLY DISTURBED, HOME INSTRUCTION, HOMEBOUND CHILDREN, INSTRUCTIONAL STAFF, LA GRANGE, PERCEPTUALLY HANDICAPPED, PREVOCATIONAL EDUCATION, PROGRAM GUIDES, PSYCHOLOGICAL EVALUATION, SOCIAL WORKERS,

THE LA GRANGE AREA DEPARTMENT OF SPECIAL EDUCATION SERVES 16 SCHOOL DISTRICTS. POLICIES OF THE DEPARTMENT ARE LISTED. FUNCTIONS OF THE DIRECTOR, SECRETARY, AND COORDINATOR-SUPERVISOR ARE DETAILED. QUALIFICATION FOR ADMISSION TO SPECIAL EDUCATION CLASSES, GOALS OF THESE CLASSES, AND INFORMATION ABOUT EXISTING CLASSES ARE PRESENTED

FOR EXCEPTIONALITY AREAS, WHICH INCLUDE BLIND, EDUCABLE MENTALLY HANDICAPPED, HOSPITALIZED AND HOMEBOUND, HEARING IMPAIRED, PHYSICALLY HANDICAPPED, TRAINABLE MENTALLY HANDICAPPED, EMOTIONALLY AND SOCIALLY MALADJUSTED, AND PERCEPTUALLY HANDICAPPED. DESCRIPTIONS OF PROGRAMS OF PSYCHOLOGICAL SERVICES, SOCIAL WORK SERVICES, AND PREVOCATIONAL SERVICES ARE INCLUDED. (MY)

ED 010 720 EC 000 009

ADMINISTRATION OF BOARDING HOMES FOR HANDICAPPED CHILDREN, POLICIES AND PROCEDURES.
WISCONSIN STATE DEPT. OF PUB. INSTR., MADISON
PUB DATE 1 JAN 66

EDRS PRICE MF-$0.09 HC-$0.28 7P.

DESCRIPTORS- *BOARDING HOMES, *HANDICAPPED CHILDREN, *SPECIAL SCHOOLS, *STATE AID, *STATE LEGISLATION, ADMINISTRATION, FINANCIAL SUPPORT, MADISON, SOCIAL SERVICES, TRANSPORTATION,

PHYSICALLY AND/OR MENTALLY HANDICAPPED CHILDREN MAY NEED PLACEMENT IN BOARDING HOMES WHEN TRANSPORTATION BETWEEN CHILD'S HOME AND SCHOOL IS NOT POSSIBLE. PROVISIONS OF WISCONSIN STATUTES ARE OUTLINED. POLICIES AND PROCEDURES FOR ENROLLMENT IN SPECIAL CLASSES AND RESPONSIBILITIES OF THE BUREAU FOR HANDICAPPED CHILDREN AND OTHER AGENCIES ARE LISTED. PLANNING PROCEDURES AND REIMBURSEMENTS FOR BOARDING CARE AND SOCIAL SERVICE ARE SPECIFIED. (MY)

ED 010 721 EC 000 010

DEVELOPMENT CENTERS FOR HANDICAPPED MINORS.
CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO
PUB DATE 1 MAR 66

EDRS PRICE MF-$0.09 HC-$0.88 22P.

DESCRIPTORS- *CHILD DEVELOPMENT CENTERS, *DAY CARE SERVICES, *MENTALLY HANDICAPPED, *PHYSICALLY HANDICAPPED, *STATE LEGISLATION, SACRAMENTO, STATE AID,

PROVISIONS FOR PILOT CHILD CARE CENTERS FOR PHYSICALLY HANDICAPPED AND MENTALLY RETARDED MINORS WERE MADE BY THE CALIFORNIA STATE LEGISLATURE IN 1959. ADDITIONAL FUNDS WERE PROVIDED IN 1961 AND 1965. BY NOVEMBER 1965, FOUR CENTERS WERE IN OPERATION AND FOUR MORE CENTERS WERE BEING ESTABLISHED. THESE EIGHT CENTERS SERVED 348 HANDICAPPED CHILDREN. AN ADVISORY COMMITTEE RECOMMENDED (1) REMOVAL OF THE CEILING ON THE NUMBER OF CENTERS AND (2) ADDITIONAL FINANCIAL SUPPORT. PROBLEMS OF STAFFING, TRANSPORTATION, AVAILABLE SPACE, LENGTH OF ACTIVITY TIME, FEES PAID BY PARENTS, EQUIPMENT, AND THE GREAT NUMBERS OF CHILDREN NOT SERVED BY THE PROGRAMS WERE ALSO NOTED. APPLICATION REQUIREMENTS FOR A DEVELOPMENT CENTER AND MINUTES OF THE ADVISORY COMMITTEE WERE INCLUDED. (GD)

ED 010 722 FL 000 006

THE ROLE OF THE COOPERATING TEACHER.
BY- HALLMAN, CLEMENS L.
PUB DATE 9 OCT 65

EDRS PRICE MF-$0.09 HC-$0.60 15P.

DESCRIPTORS- *COOPERATING TEACHERS, *LANGUAGE TEACHERS, *LESSON OBSERVATION CRITERIA, *STUDENT TEACHING, *TEACHER EDUCATION, INDIANAPOLIS, LESSON PLANS, STUDENT TEACHERS, SUPERVISING TEACHERS,

CLOSE COOPERATION IS NEEDED BETWEEN SCHOOLS AND COLLEGES ENGAGED IN PREPARING FOREIGN LANGUAGE TEACHERS IF STUDENT TEACHING IS TO BE AN EFFECTIVE PHASE OF THIS TRAINING. MEANINGFUL SUPERVISION OF THE STUDENT TEACHER REQUIRES LONG-RANGE PLANNING BETWEEN THE SUPERVISING TEACHER IN THE COLLEGE AND THE COOPERATING TEACHER IN THE SCHOOL WHO, AS LIAISON, ORIENTS THE STUDENT TEACHER INTO ALL PHASES OF THE SCHOOL PROGRAM. BOTH COLLEGE AND SCHOOL FACULTY SHARE THE RESPONSIBILITY FOR PROVIDING THE STUDENT TEACHER WITH PRACTICAL KNOWLEDGE AND EXPERIENCE IN CONTROLLING CLASSES, SELECTING AND PRESENTING MATERIALS OF DIFFERENT AGE AND ABILITY GROUPS, PROVIDING INDIVIDUAL HELP TO STUDENTS, EVALUATING STUDENTS PROGRESS, PLANNING, CONSTRUCTING LESSON PLANS, MOTIVATING STUDENTS, AND UNDERSTANDING THE TERM "PROFESSIONAL" IN ITS RELATIONSHIP TO PUPILS AND FACULTY. THE DOCUMENT INCLUDES A CHECK LIST FOR LESSON OBSERVATIONS AND AN APPENDIX ON THE DUTIES AND EVALUATION OF THE COOPERATING TEACHER. THIS PAPER IS BASED ON A TALK BY PROFESSOR HALLMAN AT THE CENTRAL INDIANA CONFERENCE FOR SUPERVISING TEACHERS (INDIANAPOLIS, OCTOBER 9, 1965). (AM)

ED 010 723

WHY THE FL DROPOUTS.
BY- DUSEL, JOHN P.
PUB DATE MAY 66

EDRS PRICE MF-$0.09 HC-$0.24 6P.

DESCRIPTORS- *ACHIEVEMENT, *CURRICULUM DEVELOPMENT, *LANGUAGE ENROLLMENT, *LANGUAGE PROGRAMS, *LANGUAGE SKILLS, FAILURE FACTORS, LANGUAGE INSTRUCTION, PROFICIENCY, SECONDARY SCHOOL STUDENTS, STUDENT ATTITUDES,

A "COURSE DROPOUT" IS A STUDENT WHO DROPS HIS STUDY OF A FOREIGN LANGUAGE AFTER 2 YEARS IN HIGH SCHOOL. HE FULFILLS HIS MINIMUM FOREIGN LANGUAGE REQUIREMENT FOR COLLEGE ENTRANCE, BUT DOES NOT HAVE A SUFFICIENT MASTERY TO BE EFFECTIVE IN THE LANGUAGE ARTS. THE TREMENDOUS ATTRITION RATE AMONG SECONDARY SCHOOL FOREIGN LANGUAGE STUDENTS HAS MANY CAUSES--INCONSISTENT TEACHING METHODS, POORLY TRAINED OR UNENTHUSIASTIC TEACHERS WHO DO NOT ENCOURAGE STUDENTS TO ENROLL IN ELECTIVE ADVANCED CLASSES, BAD CLASS PROGRAMING, AND UNWISE COUNSELING ARE ONLY A FEW. PERHAPS THE CHIEF CAUSE IS THE FALSE ASSUMPTION THAT PROFICIENCY CAN BE ACHIEVED IN 2 YEARS OF HIGH SCHOOL, ALTHOUGH IT IS KNOWN THAT FLUENCY INCREASES ONLY WITH CONTINUED LANGUAGE STUDY AND PRACTICE. CERTAIN MEASURES ARE NEEDED TO CURTAIL THE ATTRITION RATE AND TO ENCOURAGE COURSES OF LANGUAGE STUDY THAT BEGIN IN THE SIXTH GRADE AND CONTINUE THROUGH HIGH SCHOOL. THIS ARTICLE IS PUBLISHED IN "FOREIGN LANGUAGE NEWSLETTER," VOLUME 14, NUMBER 57, MAY 1966. (AS)

ED 010 724 FL 000 015

NEW YORK CITY FOREIGN LANGUAGE PROGRAMS FOR SECONDARY SCHOOLS. SPANISH, LEVELS 1-5.
BY- BASSECHES, MAURICE AND OTHERS
NEW YORK CITY BOARD OF EDUCATION, BROOKLYN, N.Y.
REPORT NUMBER CURRICULUM BULL-1965-66-SERIES NO-2DTE JAN 66
EDRS PRICE MF-$0.45 HC-$10.96 274P.

DESCRIPTORS- *CURRICULUM GUIDES, *LANGUAGE GUIDES, *LANGUAGE

LEARNING LEVELS, *SECONDARY SCHOOLS, *SPANISH, ADVANCED PLACEMENT PROGRAMS, AUDIOLINGUAL METHODS, AUDIOVISUAL AIDS, BROOKLYN, EDUCATIONAL OBJECTIVES, INSTRUCTIONAL MATERIALS, LANGUAGE INSTRUCTION, LANGUAGE LABORATORY USE, LANGUAGE SKILLS, PATTERN DRILLS (LANGUAGE), TEACHING TECHNIQUES,

A PROGRAM OF CURRICULUM REVISION, INITIATED IN 1962, HAS RESULTED IN A CURRICULUM GUIDE WHICH DELINEATES THE AIMS, TECHNIQUES, CONTENT, AND SCOPE OF SPANISH INSTRUCTION AT EACH LEVEL OF A FIVE-LEVEL SEQUENCE IN THE SECONDARY SCHOOLS OF NEW YORK CITY. A MODIFIED AUDIOLINGUAL APPROACH IS STRESSED AND SPECIFIC TECHNIQUES ARE SUGGESTED FOR THE TEACHING OF LISTENING, SPEAKING, READING, AND WRITING SKILLS, AND FOR THE PRESENTATION OF CULTURE TOPICS. CHECKLISTS OF MINIMAL VOCABULARY ITEMS AND GRAMMATICAL STRUCTURES ARE GIVEN FOR EACH LEVEL. OTHER SUBJECTS DETAILED ARE THE TAPE RECORDER, THE LANGUAGE LABORATORY, TESTING, AUDIOVISUAL AIDS, THE ADVANCED PLACEMENT PROGRAM, PROGRAMED INSTRUCTION, TEAM TEACHING, AND THE EVALUATION OF FOREIGN LANGUAGE PROGRAMS. THIS GUIDE IS ALSO AVAILABLE FROM THE BOARD OF EDUCATION OF THE CITY OF NEW YORK, PUBLICATION SALES OFFICE, 110 LIVINGSTON ST., BROOKLYN, NEW YORK 11201. (AN)

ED 010 725 FL 000 016

CAN FLEXIBLE SCHEDULES AFFECT FOREIGN LANGUAGE ENROLLMENTS.

By- HOYE, ALMON

PUB DATE MAY 66

EDRS PRICE MF-$0.09 HC-$0.28 7P.

DESCRIPTORS- *CURRICULUM DEVELOPMENT, *ENRICHMENT PROGRAMS, *FLEXIBLE SCHEDULES, *LANGUAGE ENROLLMENT, *TIME BLOCKS, FOLWELL MULTIPLE VARIABLE PROGRAM, GOUPING (INSTRUCTIONAL PURPOSES), HOYE'S FLUID BLOCK SCHEDULE, JUNIOR HIGH SCHOOLS, LANGUAGES, RANSEY MULTIPLE SCHEDULE,

BASED ON THE PREMISES THAT LENGTH OF CLASSES MAY VARY, THAT TEAM TEACHING AND SPECIAL CLASS GROUPING MAY BE BETTER SUITED FOR STUDY, AND THAT STUDENTS NEED MORE OPPORTUNITY TO EXPLORE CREATIVELY AND INDEPENDENTLY SUBJECTS NOT USUALLY IN CONVENTIONAL SCHEDULES, CERTAIN NEW SCHEDULAR DESIGNS HAVE BEEN INITIATED IN MINNEAPOLIS JUNIOR HIGH SCHOOLS. A STARTLING RISE IN FOREIGN LANGUAGE ENROLLMENTS RESULTED FROM THESE EXPERIMENTAL PROGRAMS. THE RANSEY MULTIPLE SCHEDULE ALLOWS COMBINATIONS OF CONVENTIONAL CLASS PERIODS AND SIX FLEXIBLE PERIODS, AND PERMITS INDIVIDUAL STUDENTS TO ELECT ADDITIONAL STUDY SUBJECTS AND ACCELERATED CLASSES. THE FOLWELL MULTIPLE VARIABLE PROGRAM INTRODUCED IN 1965-66 ALLOWS FOUR OR FIVE BLOCK CLASSES WITHIN THE MASTER SCHEDULE, AND STUDENTS, MEMBERS OF TEAMS, ARE SCHEDULED IN 4-HOUR TIME BLOCKS WITH TEAMS OF TEACHERS WHO PLAN PROGRAM VARIATIONS OF THE TIME BLOCK. HOYE'S FLUID BLOCK SCHEDULE, WHICH IS SIMPLER AND HAS MORE VARIABILITY, BREAKS THE DAY INTO LARGE BLOCKS OF TIME INSTEAD OF CONVENTIONAL PERIODS, AND PERMITS TIME MODULE VARIATIONS, SPECIAL GROUPING, INDEPENDENT STUDY, TEAM TEACHING, AND BETTER PLANNING FOR THE NEEDS OF THE STUDENTS. THIS ARTICLE IS PUBLISHED IN "MINNESOTA FORIEGN LANGUAGE BULLETIN," VOLUME 6, NUMBER 4, 1966. (AS)

ED 010 726 FL 000 019

A PROGRAM FOR EXPEDITING CURRICULAR PLANNING IN MODERN FOREIGN LANGUAGES.

By- HILDENBERGER, KENNETH

MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.

PUB DATE 3 NOV 65

EDRS PRICE MF-$0.09 HC-$1.08 27P.

DESCRIPTORS- *CURRICULUM GUIDES, *CURRICULUM PLANNING, *CURRICULUM PROBLEMS, *LANGUAGE LEARNING LEVELS, *LANGUAGES, BLOOMINGTON, CURRICULUM DEVELOPMENT, EDUCATIONAL RESEARCH, EXPERIMENTAL PROGRAMS, FRENCH, GERMAN, LANGUAGE PROGRAMS, NEW YORK CITY, SPANISH,

DESPITE CONSIDERABLE PROGRESS IN FOREIGN LANGUAGE TEACHING, CERTAIN FUNDAMENTAL PROBLEMS REMAIN UNRESOLVED BECAUSE NO INTEGRATED NATIONAL EFFORT HAS BEEN MADE TO CONSOLIDATE WHAT HAS BEEN DONE AND OFFER IT IN USABLE FORM TO SCHOOL SYSTEMS. ONE SUCH PROBLEM IS CURRICULUM DEVELOPMENT IN LANGUAGE PROGRAMS. A 1965 CONFERENCE ON DEFINITIONS OF LEVELS IN LANGUAGE LEARNING PROPOSED A 3-YEAR PROJECT TO MOBILIZE RESOURCES INTO A COHERENT PLAN FOR CURRICULAR REFORM WHICH WOULD PROVIDE FOR BOTH SHORT-RANGE CHANGES AND BASES FOR RESEARCH. A SET OF TOOL PUBLICATIONS WOULD BE PUBLISHED, INCLUDING A BASIC "CURRICULUM RATIONALE" TO DETAIL THE LANGUAGE CURRICULUM'S RELATION TO THE SCHOOL SYSTEM AND TO OTHER DISCIPLINES, THREE "CURRICULUM PLANNING GUIDES" TO RESPOND TO THE SPECIAL PROBLEMS OF FRENCH, SPANISH, AND GERMAN, AND A "DOCUMENTATION BANK" WHEREIN ALL BIBLIOGRAPHIES WOULD BE RECORDED AND CLASSIFIED FOR REFERENCE IN FUTURE RESEARCH. ALSO IN THE SCHEDULE ARE PLANS TO IDENTIFY THE PROBLEMS FOR RESEARCH AND EXPERIMENTATION, TO ENCOURAGE INSTITUTES FOR CONSULTANTS, TO INITIATE A NEWSLETTER, AND TO STAGE A CONCENTRATED INFORMATION CAMPAIGN. INCLUDED IN THIS PROPOSAL DOCUMENT ARE A DETAILED STATEMENT OF THE OBJECTIVES AND ISSUES IN THE "RATIONALE" AND AN OUTLINE OF A SAMPLE "CURRICULUM PLANNING GUIDE." (AS)

ED 010 727 FL 000 020

WHY NOT GREEK.

By- SHRIVER, JOHN R.

PUB DATE 66

EDRS PRICE MF-$0.09 HC-$0.36 9P.

DESCRIPTORS- *CULTURAL CONTEXT, *GREEK, *GREEK CIVILIZATION, *LANGUAGE TEACHERS, CULTURAL AWARENESS, GREEK CULTURE, LANGUAGE PROGRAMS, LATIN, SECONDARY SCHOOLS,

BECAUSE A KNOWLEDGE OF CLASSICAL GREEK IS NECESSARY FOR UNDERSTANDING MODERN THOUGHT AND LITERATURE, IT SHOULD BE PART OF THE SECONDARY SCHOOL CURRICULUM. A PROBLEM IS GETTING TEACHERS OF GREEK, AND PROBABLY MOST OF THE TEACHING SHOULD BE DONE BY COLLEGE PROFESSORS WHO TEACH THE HIGHLY MOTIVATED STUDENTS IN THE HIGH SCHOOL. AN ELEMENTARY COURSE SHOULD BE ORGANIZED SO THAT THE STUDENT LEARNS GREEK ANALYTICALLY BY STUDYING NEW POINTS OF GRAMMAR ONLY AS THEY OCCUR IN THE LITERATURE HE READS. EVEN MORE IMPORTANT IS A "CULTURE COURSE" WITH LECTURES GIVEN BY TEACHERS FROM VARIOUS DEPARTMENTS, SUCH AS ART, HISTORY, AND PHILOSOPHY. GREEK MYTHOLOGY, GREEK RELIGION, GREEK LITERARY GENRES, AND GREEK SCIENCE AND MATHEMATICS ALL ARE MOST RELEVANT TO A STUDENT'S UNDERSTANDING OF "THE INTERRELATIONS AND UNITIES OF HIS OWN CULTURE BOTH IN SPACE AND TIME." SUCH A COURSE WOULD NOT NECESSITATE A KNOWLEDGE OF GREEK LANGUAGE. ALSO VALUABLE WOULD BE A COURSE IN GREEK (AND LATIN) ETYMOLOGY. FUNDAMENTALLY, HOWEVER, A COURSE IN GREEK THOUGHT AND

LITERATURE WOULD SERVE TO EDUCATE A STUDENT RATHER THAN ONLY TRAIN HIM FOR A SPECIAL PROFESSION. THIS ARTICLE IS PUBLISHED IN "THE ARCH;" VOLUME 13, NUMBER 2, WINTER ISSUE, 1966. (AS)

ED 010 728 FL 000 022

NEW GRADUATE PROGRAMS IN MODERN FOREIGN LANGUAGES, WHY THEY ARE NEEDED.

BY- TURNER, RAYMOND E., JR.

PUB DATE MAY 66

EDRS PRICE MF-$0.09 HC-$0.32 8P.

DESCRIPTORS- *COLLEGE FACULTY, *DOCTORAL PROGRAMS, *GRADUATE STUDY, *LANGUAGE PROGRAMS, *TEACHER EDUCATION, DOCTORAL DEGREES, GRADUATE PROGRAMS, LANGUAGE TEACHERS,

ADDITIONAL DOCTORAL PROGRAMS ARE NEEDED IN MODERN FOREIGN LANGUAGES. CURRENT PRODUCTION OF GRADUATE DEGREES APPEARS SCARCELY ADEQUATE FOR REPLACING FACULTY WHO ANNUALLY LEAVE TEACHING BECAUSE OF DEATH, ILLNESS, RETIREMENT, OR CHANGE OF VOCATION. THE SUPPLY WILL HARDLY KEEP PACE WITH THE DEMAND CREATED BY THE ESTABLISHMENT OF NEW INSTITUTIONS OF HIGHER LEARNING AND THE GROWTH OF EXISTING ONES. NEW DOCTORAL PROGRAMS SHOULD PRODUCE TEACHER-SCHOLARS (1) WHO CAN UNDERSTAND, SPEAK, AND WRITE, AS WELL AS READ, ENGLISH AND THE MAJOR FOREIGN LANGUAGES WITH NEARLY NATIVE FLUENCY, (2) WHO HAVE BROAD UNDERSTANDING OF LINGUISTIC STRUCTURE, LITERATURE, AND THE CULTURE WHICH PRODUCED THEM, AND (3) WHO HAVE MASTERED THE TECHNIQUES OF THE EFFECTIVE TRANSMISSION OF THE HERITAGE OF THEIR DISCIPLINE THROUGH CLASSROOM PRESENTATION AND PUBLICATION. IN ONE OF THE MORE IMPORTANT WORLD LANGUAGES, THIS PROGRAM WILL REQUIRE (1) A MINIMUM SENIOR STAFF OF 10, (2) ABOUT 60 UNDERGRADUATE AND GRADUATE COURSES, (3) SECRETARIAL, LABORATORY, MAINTENANCE, AND CUSTODIAL PERSONNEL, (4) ADEQUATE FLOOR SPACE, AND (5) GENEROUS SUPPORT FOR LIBRARY DEVELOPMENT, RESEARCH, PUBLICATION, TRAVEL, AND GRADUATE SCHOLARSHIPS. AT A MEDIUM-SIZED INSTITUTION, IT IMPLIES (IN 1966 DOLLARS) AN ANNUAL BUDGET PER LANGUAGE IN EXCESS OF $340,000. THIS ARTICLE IS PUBLISHED IN "JOURNAL OF HIGHER EDUCATION," VOLUME 37, NUMBER 5, MAY, 1966. (AUTHOR)

ED 010 729 FL 000 030

FRENCH FOR ELEMENTARY SCHOOLS, A TEACHING GUIDE.

BY- BARDIN, JOHN J. AND OTHERS

NEW YORK STATE EDUCATION DEPARTMENT, ALBANY

REPORT NUMBER 6992-F66-10,000-30M0-214 PUB DATE 66

EDRS PRICE MF-$0.09 HC-$1.00 25P.

DESCRIPTORS- *ELEMENTARY SCHOOLS, *FLES, *FLES PROGRAMS, *FRENCH, *STATE CURRICULUM GUIDES, ALBANY, AUDIOLINGUAL LESSONS, AUDIOLINGUAL METHODS, CULTURAL AWARENESS, FLES CURRICULUM, FLES GUIDES, FLES LESSONS, FLES MATERIALS, FLES METHODS, FLES OBJECTIVES, FLES TEACHERS, LANGUAGE GUIDES, LANGUAGE SKILLS,

A FLES PROGRAM OFFERS STUDENTS THE OPPORTUNITY TO BEGIN THE STUDY OF A FOREIGN LANGUAGE EARLY, AND THUS BENEFIT FROM A LONG SEQUENCE OF STUDY WHICH WILL ENABLE THEM TO ACHIEVE CONTROL OVER THE LANGUAGE. FACTORS WHICH SHOULD BE CONSIDERED IN PLANNING A FLES PROGRAM ARE GRADE LEVEL AT WHICH INSTRUCTION IS TO BEGIN, TIME TO BE ALLOTTED TO INSTRUCTION, LANGUAGE TO BE TAUGHT, QUALIFICATIONS OF THE FLES TEACHER, SUPPORT AND COST OF THE PROGRAM, COORDINATION AND SUPERVISION OF THE PROGRAM, PROVISION FOR CONTINUITY, PROVISION OF APPROPRIATE INSTRUCTIONAL MATERIALS AND TEACHING AIDS, EVALUATION OF THE PROGRAM, DETERMINATION OF THE STRUCTUAL CONTENT OF THE PROGRAM, AND CORRELATION OF THE FLES PROGRAM WITH OTHER SUBJECT AREAS IN THE ELEMENTARY SCHOOLS. THE PRIMARY OBJECTIVES OF FLES PROGRAM ARE LINGUISTIC, AND A SECONDARY AIM IS THE DEVELOPMENT OF CULTURAL AWARENESS. THE METHODOLOGY USED IN FLES CLASSES IS DESIGNED TO ACHIEVE THESE AIMS. (PART II OF THE DOCUMENT CONTAINS AN OUTLINE OF RECOMMENDED STRUCTURES TO BE TAUGHT IN THE FLES PROGRAM. PART III CONTAINS SAMPLE LESSONS.) (AM)

ED 010 730 FL 000 041

PROGRAMMED TV INSTRUCTION IN A FOREIGN LANGUAGE.

BY- ESTARELLAS, JUAN

NATIONAL ASSN. OF EDUCATIONAL BROADCASTERS

PUB DATE 3 APR 66

EDRS PRICE MF-$0.09 HC-$0.68 17P.

DESCRIPTORS- *AUTOINSTRUCTIONAL PROGRAMS, *LANGUAGE LABORATORIES, *PROGRAMED INSTRUCTION, *SPANISH, *VIDEO TAPE RECORDINGS, AUDIO VIDEO LABORATORIES, AUTOINSTRUCTIONAL LABORATORIES, COLLEGE LANGUAGE PROGRAMS, DISTRICT OF COLUMBIA, FLORIDA ATLANTIC UNIVERSITY, INSTRUCTIONAL TELEVISION, LANGUAGES, LINEAR PROGRAMING, SANTA BARBARA, SELF PACING MACHINES, VIDEO TAPE RECORDERS,

PAST EFFORTS TO USE PROGRAMED INSTRUCTION IN FOREIGN LANGUAGES HAVE PRODUCED VARYING RESULTS. TELEVISION, AS A POSSIBLE SELF-INSTRUCTIONAL MACHINE, HAS BEEN NEGLECTED IN THESE EFFORTS, EVEN THOUGH IT OFFERS UNLIMITED POSSIBILITIES FOR BOTH THE PROGRAMER AND THE STUDENT. CRITICS OF TV SAY THAT PROGRAMING IS DIFFICULT AND EXPENSIVE, THOUGH THIS WAS FOUND TO BE UNTRUE IN THE LANGUAGE LABORATORY AT FLORIDA ATLANTIC UNIVERSITY. IN AN EFFORT TO LEARN MORE ABOUT SELF-INSTRUCTION IN FOREIGN LANGUAGES, STAFF MEMBERS OF THE DEPARTMENTS OF LANGUAGES AND LINGUISTICS AND OF LEARNING RESOURCES PREPARED A PROGRAMED TV SERIES IN SPANISH. AN AMPEX VR 1500 VIDEOTAPE RECORDER WAS USED TO RECORD THE PROGRAM, WHICH CONSISTED OF 6,000 FRAMES AND SOME LIVE PERFORMANCE. THE PROBLEM OF SELF-PACING WAS SOLVED BY EQUIPPING EACH STUDENT BOOTH IN THE LAB SO THAT A STUDENT COULD SELECT, START, STOP, REVIEW, OR ACCELERATE ACCORDING TO HIS OWN REQUIREMENTS. THE PROGRAM IS BEING USED WITH EXPERIMENTAL GROUPS AND WILL BE EVALUATED DURING THE COMING YEAR. THIS PAPER WAS PREPARED FOR PRESENTATION AT THE ANNUAL INSTRUCTIONAL TELEVISION CONFERENCE OF THE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS (4TH, SANTA BARBARA, APRIL 3-5, 1966). (AM)

ED 010 731 FL 000 051

TOMORROW'S LANGUAGE LAB TODAY.

BY- ESTARELLAS, JUAN REGAN, TIMOTHY F., JR.

PUB DATE 66

EDRS PRICE MF-$0.09 HC-$0.16 4P.

DESCRIPTORS- *AUDIO VIDEO LABORATORIES, *AUTOINSTRUCTIONAL LABORATORIES, *COLLEGE LANGUAGE PROGRAMS, *LANGUAGE LABORATORIES, *LANGUAGE LABORATORY EQUIPMENT, CONTINUOUS PROGRESS EDUCATION, DIAL ACCESS LABORATORIES, FLORIDA

ATLANTIC UNIVERSITY, INSTRUCTIONAL TELEVISION, LANGUAGE INSTRUCTION, PROGRAMED MATERIALS, REMOTE PROGRAM STORAGE,

LANGUAGE LABORATORIES HAVE CHANGED FROM SIMPLE INSTALLATIONS, EQUIPPED WITH RECORD PLAYERS OR TAPE RECORDERS, TO COMPLEX INSTALLATIONS WITH FACILITIES FOR SELF-INSTRUCTION, DIAL SELECTION OF AUDIO PROGRAMS, REMOTE STORAGE OF TAPES, AND EVEN RECEPTION OF TV. LANGUAGE LABORATORIES OF THE FUTURE MUST HAVE THE CAPABILITY OF BEING OPERATED EFFICIENTLY ON A PARTIAL OR TOTAL SELF-INSTRUCTIONAL BASIS, AND MUST BE FLEXIBLE ENOUGH TO PERMIT THE USE OF A VARIETY OF TEACHING TECHNIQUES AND MATERIALS. THE AUDIO-VIDEO LABORATORY MEETS THESE REQUIREMENTS. A LAB OF THIS TYPE WAS INSTALLED AT FLORIDA ATLANTIC UNIVERSITY AFTER SELF-INSTRUCTIONAL AND AUDIO-VIDEO MATERIALS HAD BEEN DEVELOPED BY STAFF MEMBERS AND ELECTRONIC STUDIES HAD BEEN MADE BY THE ENGINEERING STAFF OF CONTINUOUS PROGRESS EDUCATION. IT IS EQUIPPED WITH 40 POSITIONS WITH FACILITIES FOR DIAL SELECTION OF ANY OF 100 AUDIO PROGRAMS FROM A REMOTE LIBRARY. TEN BOOTHS CAN BE USED INDEPENDENTLY OF THE CONSOLE TO RECORD AUDIO PROGRAMS AND RESPONSES ON REMOTELY LOCATED TAPE RECORDERS. TEN POSITIONS ARE EQUIPPED FOR VIDEO RECEPTION. IT IS EXPECTED THAT THIS LABORATORY WILL PROVIDE TEACHING MACHINE CAPABILITIES FOR THE LANGUAGE PROGRAM AT FLORIDA ATLANTIC UNIVERSITY. PLANS FOR FUTURE EXPANSION OF THE LABORATORY INCLUDE INSTALLATION OF DIAL FACILITIES IN DORMITORIES AND LIBRARY, AND ADAPTATION TO A COMPUTER SYSTEM. THIS ARTICLE IS PUBLISHED IN THE "FLORIDA FL REPORTER," WINTER, 1965-1966. (AM)

ED 010 732 JC 660 007

COMMUNITY COLLEGE STUDENT CHARACTERISTICS.
By- METCALF, ALAN W.
WASHINGTON OFF. STATE SUPT. PUB. INSTR., OLYMPIA
REPORT NUMBER RR-01-05 PUB DATE APR 65
EDRS PRICE MF-$0.09 HC-$1.60 40P.

DESCRIPTORS- *COMMUNITY COLLEGES, *ENROLLMENT TRENDS, *JUNIOR COLLEGES, *STUDENT CHARACTERISTICS, ADULT EDUCATION PROGRAMS, COMMUNITY SERVICE PROGRAMS, FULL TIME STUDENTS, OLYMPIA, PART TIME STUDENTS, TRANSFER STUDENTS,

A TABULATION SHOWS STUDENT CHARACTERISTICS OF 30,951 STUDENTS IN 15 COMMUNITY COLLEGES LOCATED IN THE STATE OF WASHINGTON IN FALL 1964. TABLES INTERSPERSED WITH THE TEXT CALL ATTENTION TO PATTERNS AND TRENDS IN STUDENT TYPES (ACADEMIC, VOCATIONAL, OR ADULT), SEX AND AGE GROUPS, STUDY LOADS, RESIDENCY, COMMUTING DISTANCE, PREVIOUS EDUCATION, AND EDUCATIONAL PLANS. ENROLLMENT PATTERNS ARE ANALYZED FOR FULL- AND PART-TIME, ACADEMIC, VOCATIONAL, AND ADULT STUDENTS ON A COLLEGE-BY-COLLEGE BASIS. A SEPARATE TABLE IS INCLUDED FOR EACH COLLEGE, CATEGORIZING STUDENTS ACCORDING TO SEX, STUDENT TYPE, AND AGE GROUP. A SUMMARY IS INCLUDED, CREATING A HYPOTHETICALLY TYPICAL WASHINGTON COLLEGE AND PRESENTING ITS STUDENTS' CHARACTERISTICS BASED ON STATEWIDE DATA. ACADEMIC STUDENTS ACCOUNTED FOR 87.4 PERCENT OF THE POPULATION, VOCATIONAL - 12.3 PERCENT, AND ADULT EDUCATION - 0.3 PERCENT OF THE FULL-TIME STUDENTS. MEDIAN AGE IS 19 YEARS FOR FULL-TIME STUDENTS. EIGHTY-TWO PERCENT OF THE FULL-TIME STUDENTS INDICATE THEY PLAN TO GO ON TO A 4-YEAR INSTITUTION, AND 28 PERCENT OF THE PART-TIME STUDENTS EXPRESSED THIS DESIRE. (HS)

ED 010 733 JC 660 022

PHOTO-OPTICS--A SURVEY TO DETERMINE THE FEASIBILITY OF OFFERING A JUNIOR COLLEGE PROGRAM FOR PHOTO-OPTICS INSTRUMENTATION TECHNICIANS.
By- COOPER, RICHARD
CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO
EDRS PRICE MF-$0.18 HC-$2.52 63P.

DESCRIPTORS- *CURRICULUM DEVELOPMENT, *JUNIOR COLLEGES, *VOCATIONAL EDUCATION, EMPLOYMENT OPPORTUNITIES, FEASIBILITY STUDIES, PHOTO OPTICS INSTRUMENTATION TECHNICIANS, SACRAMENTO, SCIENCE PROGRAMS, SURVEYS,

IN ORDER TO DETERMINE CALIFORNIA'S NEEDS FOR TRAINING OF PHOTO-OPTICS INSTRUMENTATION TECHNICIANS, PERSONAL INTERVIEWS WERE CONDUCTED IN 100 FIRMS AND AGENCIES MANUFACTURING OR USING SUCH EQUIPMENT. IT WAS DETERMINED THAT THE TRAINING NEEDED COULD SUITABLY BE PROVIDED AT THE JUNIOR COLLEGE LEVEL AND THAT COSTS WOULD NOT BE PROHIBITIVE. SPECIFIC SUBJECT AREAS REQUIRED FOR TRAINING INCLUDE MATHEMATICS THROUGH TRIGONOMETRY, DRAFTING, PHYSICS, OPTICS, PHOTO PROCESSING, BASIC ELECTRONICS, AND MECHANICAL ASSEMBLY, PLUS ENGLISH, COMMUNICATION, AND REPORT WRITING. EMPLOYMENT POSITIONS ARE ESTIMATED AT 450 IN THE STATE, WITH OVER 600 ADDITIONAL NEEDED IN THE NEXT 5 YEARS. COOPERATIVE WORK-STUDY PROGRAMS WERE APPROVED BY THE INTERVIEWER. LOS ANGELES, CITRUS-PASADENA, AND FOOTHILL-SAN MATEO AREAS WERE IDENTIFIED AS SUITABLE FOR SUCH PROGRAMS. INCLUDED ARE DETAILED DISCUSSIONS, A BIBLIOGRAPHY, JOB DESCRIPTIONS, AND INFORMATION AS TO CURRENT OFFERINGS IN RELATED FIELDS. (WO)

ED 010 734 JC 660 059

DISQUALIFIED STUDENTS ADMITTED TO THE FALL, 1965 SEMESTER.
By- BISSIRI, AUGUST
LOS ANGELES CITY COLL., CALIF.
REPORT NUMBER COUNSELING CENTER STUDY-66-6 PUB DATE AUG 66
EDRS PRICE MF-$0.09 HC-$1.84 46P.

DESCRIPTORS- *COLLEGE ADMISSION, *JUNIOR COLLEGES, *LOW ACHIEVERS, ACADEMIC ACHIEVEMENT, EDUCATIONAL COUNSELING, LOS ANGELES, SCHOLASTIC PROBATION, STUDENT CHARACTERISTICS, STUDENT EVALUATION, TRANSFER STUDENTS,

ANALYSIS OF THE RECORDS OF 387 STUDENTS ADMITTED TO LOS ANGELES CITY COLLEGE (LACC) AFTER DISQUALIFICATION FROM VARIOUS COLLEGES, INCLUDING LACC, PROVIDES GUIDELINES FOR USE IN COUNSELING DISQUALIFIED STUDENTS. AS COMPARED TO THE TOTAL SCHOOL POPULATION, THESE STUDENTS TEND TO BE SLIGHTLY OLDER, THERE ARE MORE MALES, THEY ALL HAVE HAD PREVIOUS COLLEGE ATTENDANCE, THEY COME FROM THE SAME HIGH SCHOOLS, AND 65 PERCENT OF BOTH GROUPS SCORE BELOW THE 50TH PERCENTILE ON ENTRANCE TESTS. CHANCES OF SUCCESS APPEAR BETTER FOR A READMITTED STUDENT (52 PERCENT) THAN FOR A REGULAR FRESHMAN STUDENT (45 PERCENT). MORE STUDENTS WHO HAD COMPLETED OVER 21 UNITS BEFORE DISQUALIFICATION SUCCEEDED THAN DID THOSE COMPLETING LESS. FORMER STUDENTS OF LACC AND OTHER JUNIOR COLLEGES STAND THE LEAST CHANCE OF SUCCESS. THOSE STUDENTS WHO SHOWED HIGH PERFORMANCE IN HIGH SCHOOL ACHIEVEMENT AND WERE READMITTED FROM CALIFORNIA STATE COLLEGES AND UNIVERSITIES HAD A VERY HIGH LEVEL OF SUCCESS. STUDENTS 18 YEARS OLD AND THOSE OVER 30 WERE VERY SUCCESSFUL. THERE IS NO EVIDENCE OF A RELATIONSHIP BETWEEN SIZE OF GRADE POINT

DEFICIENCY AND SUCCESS AFTER READMISSION, NOR OF VALUE IN THE PRACTICE OF REQUIRING THE STUDENT TO STAY OUT OF SCHOOL FOR A SEMESTER BEFORE READMISSION. (HS)

ED 010 735 JC 660 079

A STUDY OF THE CHARACTERISTICS OF STUDENTS ENROLLED IN BUSINESS DATA PROCESSING CLASSES, LOS ANGELES METROPOLITAN COLLEGE, FALL, 1965.

BY- HILLEARY, HELENA
LOS ANGELES TRADE-TECHNICAL COLL., CALIF.

PUB DATE SEP 66

EDRS PRICE MF-$0.09 HC-$1.28 32P.

DESCRIPTORS- *DATA PROCESSING, *JUNIOR COLLEGES, *OCCUPATIONAL GUIDANCE, *STUDENT CHARACTERISTICS, *VOCATIONAL EDUCATION, COUNSELING, CURRICULUM DEVELOPMENT, LOS ANGELES, PREDICTION, TESTING,

AN INFORMATION FORM ADMINISTERED TO 520 STUDENTS IN BUSINESS DATA PROCESSING CLASSES SHOWED THAT THESE STUDENTS WERE ENROLLED IN AN AVERAGE OF 1.5 SUCH CLASSES, AND THAT THEY INCLUDED MORE MEN AND STUDENTS OVER 30 YEARS OF AGE THAN THE TOTAL COLLEGE POPULATION. OVER 15 PERCENT HAD EARNED AA DEGREES OR HIGHER, AND 32 PERCENT HAD NO PREVIOUS COLLEGE. SIXTY-EIGHT PERCENT STATED DEGREE OBJECTIVES. WHILE THE TREND HAS BEEN TOWARD AN INCREASE IN THE RATIO OF DATA PROCESSING ENROLLMENTS TO TOTAL ENROLLMENT, DECREASES WERE NOTED IN ACCOUNTING, OFFICE MACHINES, AND SECRETARIAL SCIENCE. THE PROGRAMMERS APTITUDE TEST PREPARED BY INTERNATIONAL BUSINESS MACHINES CORPORATION SHOWED THAT STUDENTS WITH AN A, B, OR C SCORE HAD AN 85 PERCENT CHANCE OF OBTAINING A C OR BETTER IN A DATA PROCESSING CLASS. TABLES PRESENT SUCH DATA AS RESIDENCE, PLACE OF EMPLOYMENT, EDUCATIONAL GOALS, AND VOCATIONAL GOALS. (WO)

ED 010 736 JC 660 172

THEY CAME TO DELTA COLLEGE.

BY- FITCH, NAOMI
SAN JOAQUIN DELTA COLL., STOCKTON, CALIF.

PUB DATE 66

EDRS PRICE MF-$0.18 HC-$3.76 94P.

DESCRIPTORS- *GRADE POINT AVERAGE, *JUNIOR COLLEGES, *STUDENT CHARACTERISTICS, QUESTIONNAIRES, STOCKTON, STUDENT OPINION, WITHDRAWAL,

CUMULATIVE GRADE POINT AVERAGES OF 3,455 STUDENTS (FALL 1965) ARE COMPARED WITH OCCUPATIONAL GOALS, AND VERBAL AND QUANTITATIVE ABILITY STANINES. IN THE VARIOUS CATEGORIES (AGRICULTURE, BUSINESS, ENGINEERING, HEALTH), TERMINAL STUDENTS ARE REPRESENTED SEPARATE FROM TRANSFER STUDENTS. FREQUENCY DISTRIBUTIONS ARE ALSO INCLUDED FOR HIGH SCHOOL ORIGIN, SEX, WITHDRAWALS, AND STANINES. STUDENTS WHO EARN UNSATISFACTORY GRADES MAY BE FOUND AT ALL LEVELS OF THE SCHOLASTIC APTITUDE SCALE. SIXTY-FIVE PERCENT OF THE STUDENTS WHO WITHDREW IN THEIR FIRST SEMESTER HAD STANINES OF FIVE OR ABOVE ON THE VERBAL SECTION OF THE ENTRANCE EXAMINATION. WOMEN EARN A 10 PERCENT HIGHER GRADE POINT AVERAGE THAN MEN. ALSO INCLUDED IN THIS REPORT IS A SUMMARY OF A QUESTIONNAIRE SENT TO 1,600 FRESHMEN INQUIRING ABOUT THEIR JUNIOR COLLEGE EXPERIENCES. (WO)

ED 010 737 JC 660 195

THEY CAME TO DIABLO VALLEY COLLEGE, DAY AND EVENING, FALL SEMESTER, 1965. 11TH ANNUAL REPORT.

BY- CARHART, JOHN
DIABLO VALLEY COLL., CONCORD, CALIF.

PUB DATE 65

EDRS PRICE MF-$0.09 HC-$2.24 56P.

DESCRIPTORS- *JUNIOR COLLEGES, *STUDENT CHARACTERISTICS, ASPIRATION, COLLEGE ENTRANCE EXAMINATIONS, CONCORD, TERMINAL EDUCATION, TRANSFER STUDENTS,

THE 11TH ANNUAL REPORT OF CHARACTERISTICS OF STUDENTS AT DIABLO VALLEY COLLEGE INCLUDES SEPARATE INFORMATION CONCERNING DAY AND EVENING STUDENTS ON EDUCATIONAL BACKGROUND, FAMILY, EMPLOYMENT, RESIDENCE, ASPIRATIONS, AND TEST SCORES AT ENTRANCE. DETAILED TABULAR PRESENTATIONS ARE MADE IN 30 CATEGORIES. THE TYPICAL EVENING STUDENT IS SUMMARIZED AS MALE, FROM 21 TO 40 YEARS OF AGE, WORKING 40 OR MORE HOURS WEEKLY AS A CRAFTSMAN, BUSINESSMAN, OR PROFESSIONAL, A NONVETERAN, ENROLLED IN THREE TO SIX UNITS, WITH FEWER THAN 30 UNITS COMPLETED. TRENDS NOTED AMONG DAY STUDENTS INCLUDE INCREASES IN RECENCY OF HIGH SCHOOL GRADUATION, GENERAL AND VOCATIONAL STUDENTS, STUDENTS WITH MINIMAL CLASS LOADS, STUDENTS PLANNING TO GRADUATE, WORKING STUDENTS, FOREIGN STUDENTS, AND YOUNGER STUDENTS. RELATIVELY STABLE STUDENT CHARACTERISTICS INCLUDE SCHOOL AND COLLEGE ABILITY TEST SCORES, WHICH ARE CONSIDERABLY ABOVE CALIFORNIA JUNIOR COLLEGE NORMS, CLASSIFICATION BY GRADE LEVEL. DECREASES WERE NOTED IN VETERANS AND MARRIED STUDENTS. (WO)

ED 010 738 JC 660 334

A PROPOSAL FOR AN AREA VOCATIONAL TECHNICAL SCHOOL AND COMMUNITY COLLEGE FOR EASTERN IOWA.

BY- PICKETT, LOUIS L. AND OTHERS
CLINTON COUNTY BOARD OF EDUC., IOWA
MUSCATINE COUNTY BOARD OF EDUC., IOWA
SCOTT COUNTY BOARD OF EDUC., IOWA

PUB DATE 66

EDRS PRICE MF-$0.18 HC-$4.60 115P.

DESCRIPTORS- *COLLEGE PLANNING, *FEASIBILITY STUDIES, *JUNIOR COLLEGES, *VOCATIONAL EDUCATION, COMMUNITY STUDY, CURRICULUM, EDUCATIONAL FINANCE, ENROLLMENT PROJECTIONS, SCHOOL LOCATION, VOCATIONAL SCHOOLS,

THE BOARDS OF EDUCATION OF CLINTON, MUSCATINE, AND SCOTT COUNTIES, IOWA, ARE PROPOSING AN AREA COMMUNITY COLLEGE WHICH WOULD BE CONCERNED WITH ADULT EDUCATION PROGRAMS, TERMINAL VOCATIONAL AND TECHNICAL EDUCATION, AND TRANSFER COURSES. PLANS ARE BEING MADE FOR AN INITIAL ENROLLMENT OF APPROXIMATELY 1,500 FOR THE FIRST YEAR (1965-66). POPULATION FIGURES FOR THE COUNTIES INDICATE A POSITIVE GROWTH OF ABOUT 4 PERCENT PER YEAR. A SURVEY OF OCCUPATIONAL NEEDS OF THE AREA EVIDENCE THE NEED FOR TRAINED PEOPLE IN THE TECHNICAL FIELDS. EMPHASIS AT THE PROPOSED COLLEGE WOULD BE ON VOCATIONAL, TECHNICAL, AND ADULT EDUCATION. NUMEROUS TABLES ARE INCLUDED TO INDICATE SUCH INFORMATION AS ENROLLMENT TRENDS AND POPULATION. (HS)

ED 010 739 JC 660 495
A STUDY OF THE MATURE WOMEN STUDENTS ATTENDING DAY CLASSES AT RIVERSIDE CITY COLLEGE DURING THE SPRING SEMESTER, 1964.
By- SENSOR, PHYLLIS
RIVERSIDE CITY COLL, CALIF.
PUB DATE OCT 64
EDRS PRICE MF-$0.09 HC-$0.92 23P.

DESCRIPTORS- *ADULT STUDENTS, *JUNIOR COLLEGES, *STUDENT CHARACTERISTICS, FEMALES, QUESTIONNAIRES, RIVERSIDE, STUDENT OPINION, STUDENT RECORDS,

THIS STUDY DEFINED A MATURE WOMAN AS BEING 25 YEARS OLD OR OLDER OR MARRIED. DATA WERE COLLECTED ON 225 MATURE WOMEN ATTENDING RIVERSIDE CITY COLLEGE DURING THE 1964 SPRING SEMESTER, INCLUDING DATE OF BIRTH, MARITAL STATUS, ACADEMIC SUCCESS, TEST SCORES, GRADE POINT AVERAGE, UNITS OF STUDY, MAJOR, AND SCHOOLS OF TRANSFER. A QUESTIONNAIRE WAS SENT TO A RANDOM SAMPLE OF THIS GROUP. THE RESPONSES INDICATE THAT THE BASIC PROBLEM ENCOUNTERED BY THESE WOMEN WAS LACK OF TIME FOR BOTH HOME DUTIES AND STUDY. THEIR GRADE POINT AVERAGE WAS 0.5 HIGHER THAN THAT OF THE TOTAL STUDENT BODY, AND MOST INDICATED NO FINANCIAL PROBLEM. MORE CLASSES FROM 10 AM TO 2 PM, MORE 1 1/2-HOUR CLASSES, AND A SCHOOL NURSERY WOULD ALLEVIATE MANY OF THE TIME PROBLEMS. (MS)

ED 010 740 JC 670 065
TRANSFER SHOCK--THE ACADEMIC PERFORMANCE OF THE JUNIOR COLLEGE TRANSFER.
By- HILLS, JOHN R.
PUB DATE 65
EDRS PRICE MF-$0.09 HC-$0.72 18P.

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *FOLLOWUP STUDIES, *JUNIOR COLLEGES, *TRANSFER STUDENTS, COUNSELING, GRADE POINT AVERAGE, GRADUATE SURVEYS, STUDENT ADJUSTMENT,

IN REVIEWING FINDINGS OF RESEARCH CONDUCTED FROM 1928 THROUGH 1964 RELATIVE TO THE SUCCESS OF JUNIOR COLLEGE TRANSFER STUDENTS, THE AUTHOR CONCLUDES THAT TRANSFER STUDENTS SHOULD EXPECT TO SUFFER AN APPRECIABLE DROP IN GRADES IN THE FIRST SEMESTER AFTER TRANSFER, THAT THEIR GRADES TEND TO IMPROVE IN DIRECT RELATION TO THEIR LENGTH OF SCHOOLING, AND THAT NATIVE STUDENTS AS A GROUP PERFORM BETTER THAN DO TRANSFER STUDENTS. HE CONCLUDES THAT THE STUDENT WHO PLANS TO EARN A DEGREE AT THE BACHELOR'S LEVEL SHOULD BE WARNED OF THE PROBABILITY THAT HE WILL SUFFER A POTENTIALLY SEVERE TRANSFER SHOCK, THAT HE WILL ENCOUNTER GREATER DIFFICULTY THAN THE NATIVE STUDENT, AND THAT HE WILL BE LESS LIKELY TO GRADUATE IN THE NORMAL TIME. AS EVIDENCE FOR HIS CONCLUSIONS, THE AUTHOR CITES 24 STUDIES AND REPORTS. THIS ARTICLE IS PUBLISHED IN "THE JOURNAL OF EXPERIMENTAL EDUCATION," VOLUME 33, NUMBER 3, SPRING 1965. (WO)

ED 010 741 JC 670 068
CENTRAL PREDICTION AND THE JUNIOR COLLEGE TRANSFER.
By- BASHAW, W.L.
PUB DATE 65
EDRS PRICE MF-$0.09 HC-$0.44 11P.

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *GUIDANCE, *JUNIOR COLLEGES, *PREDICTION, *TRANSFER STUDENTS, CENTRAL PREDICTION SYSTEM,

THE AUTHOR DESCRIBES A MODEL, "CENTRAL PREDICTION SYSTEM," FOR PREDICTING SUCCESS IN ONE OF SEVERAL SENIOR COLLEGES ON THE BASES OF TEST SCORES AND ACHIEVEMENT IN ONE OF SEVERAL JUNIOR COLLEGES. BASED ON ANALYSES OF THE 1962 JUNIOR CLASS AT THE UNIVERSITY OF FLORIDA AND THE FLORIDA STATE UNIVERSITY, TABLES WERE DEVELOPED FOR APPLICATION OF WEIGHTS AND PREDICTOR EQUATIONS TO INDIVIDUAL STUDENT SITUATIONS. THE AUTHOR INDICATES THAT THE SUGGESTED MODEL MAY BE APPLIED TO HIGH SCHOOL-COLLEGE PREDICTION AND JUNIOR COLLEGE-SENIOR COLLEGE PREDICTION. THIS ARTICLE IS PUBLISHED IN "COLLEGE AND UNIVERSITY," VOLUME 40, SPRING, 1965. (WO)

ED 010 742 RC 000 191
GREAT TRADITION, LITTLE TRADITION, AND FORMAL EDUCATION.
By- WAX, MURRAY WAX, ROSALIE
KANSAS UNIV., LAWRENCE
PUB DATE 66
EDRS PRICE MF-$0.09 HC-$1.04 26P.

DESCRIPTORS- *CLASSROOM ENVIRONMENT, *ENGLISH (SECOND LANGUAGE), *SOCIOCULTURAL PATTERNS, *SOCIOLOGY, ANTHROPOLOGY, BEHAVIOR, CLASSROOM INTERACTION, CLASSROOM PARTICIPATION, COMMUNITY, COMMUNITY STUDY, DISCIPLINE, EDUCATION, EDUCATIONAL PHILOSOPHY, INDIVIDUAL ACHIEVEMENT, INDIVIDUAL CHARACTERISTICS, LAWRENCE, LEARNING THEORIES, PERSONALITY, RESEARCH, TRADITIONAL SCHOOLS,

THIS DOCUMENT DISCUSSES THE IMPACT OF TRADITION ON THE CONCEPTUALIZATION OF THE NATURE OF EDUCATIONAL PROCESSES. IT INDICATES RESEARCHES AND ANALYSES IN EDUCATION HAVE ASSUMED THAT IT IS NECESSARY TO STUDY ONLY INDIVIDUAL BEHAVIOR IN LEARNING SITUATIONS, THAT ALL EDUCATIONAL EXPERIENCES AND FORMAL EDUCATION ARE SYNONYMOUS, AND THAT THE TEACHER ALONE EDUCATES THE CHILD. MODERN SCHOOL SYSTEMS FAIL TO ACKNOWLEDGE THE ROLE OF THE SCHOOL IN SOCIETY AND THE INFLUENCE OF SOCIAL FACTORS ON INDIVIDUAL LEARNING BEHAVIOR. RESEARCH IN EDUCATION IS TOTALLY INADEQUATE BECAUSE OF THE FAILURE TO INCLUDE INFORMATION ABOUT THE SOCIAL ROLES IN THE SCHOOL SETTING, OF THE TEACHERS, THE PUPILS, AND THE LAY PUBLIC. TRADITION HAS TWO COMPONENTS. "GREAT TRADITION" IS MANIFESTED IN CURRENT EDUCATIONAL THEORY AND PRACTICE. "LITTLE TRADITION" IS THE VALUE SYSTEM OF THE LOCAL COMMUNITY. RECENT DEVELOPMENTS IN EDUCATION HAVE CLASSED EDUCATION AS ONE OF THE GREAT SOCIAL MOVEMENTS. CONSEQUENTLY, CONSIDERABLE TENSION HAS ARISEN BETWEEN THE "GREAT TRADITIONS" OF THE EDUCATIONAL INSTITUTION AND THE "LITTLE TRADITIONS" OF THE COMMUNITY CONCERNING THE PROCESSES OF CHILD REARING. WHILE CONSIDERABLE EMPHASIS IS BEING PLACED ON CURRICULAR ACTIVITIES, LITTLE RECOGNITION IS GIVEN TO SOCIETAL VALUES. (JM)

ED 010 743 RC 000 302
THE SCHOOL VOLUNTEER PROGRAM.
By- SHALEN, MARCIA
NEW YORK CITY BOARD OF EDUCATION, BROOKLYN, N.Y.
PUB DATE 66
EDRS PRICE MF-$0.09 HC-$0.80 20P.

DESCRIPTORS- *ENGLISH (SECOND LANGUAGE), *SCHOOLS, *VOLUNTEERS, BROOKLYN, CONVERSATIONAL ENGLISH PROGRAM, EARLY

CHILDHOOD PROGRAM, ELEMENTARY SCHOOLS, HIGH SCHOOLS, JUNIOR HIGH SCHOOLS, KINDERGARTEN, NEW YORK CITY, NON ENGLISH SPEAKING, PRESCHOOL INSTRUCTION, READING HELP PROGRAM, READING INSTRUCTION, SCHOOL VOLUNTEER PROGRAM, SUMMER PROGRAMS, TEACHER AIDS, TEACHING,

A NEW YORK CITY SCHOOL VOLUNTEER PROGRAM HAS BEEN IN OPERATION SINCE 1956 TO RECRUIT, TRAIN, AND SUPERVISE LAY CITIZENS IN ASSISTING TEACHERS AND TUTORING STUDENTS ON A REGULAR WEEKLY OR BIWEEKLY BASIS DURING THE 9-MONTH SCHOOL YEAR. THE DOCUMENT DESCRIBES (1) THE STRUCTURE AND SERVICES OF THAT PROGRAM, (2) THE SELECTION OF SCHOOLS, (3) THE INTERVIEWING, TRAINING, PLACEMENT, AND SUPERVISION OF THE APPLICANTS, AND (4) A DESCRIPTION OF THE PRESENT OFFERINGS, DISCUSSED WITH RESPECT TO THEIR HISTORY, VOLUNTEER TRAINING NEEDED, PROGRAM PHILOSOPHY, AND WORK OF THE VOLUNTEERS. THOSE OFFERINGS WHICH ARE DISCUSSED INCLUDE "THE READING HELP PROGRAM," "THE CONVERSATIONAL ENGLISH PROGRAM," AND "THE EARLY CHILDHOOD PROGRAM." A NEW "SUMMER PROGRAM" IS BRIEFLY PRESENTED. THE SCHOOL VOLUNTEER PROGRAM PROVIDES SERVICES FOR CHILDREN IN PREKINDERGARTEN THROUGH HIGH SCHOOL. (RB)

ED 010 744 RC 000 682

BILINGUALISM--A PROBLEM OR AN ASSET.
By- KNOWLTON, CLARK S.
PUB DATE 8 DEC 65

EDRS PRICE MF-$0.09 HC-$0.52 13P.

DESCRIPTORS- *BILINGUALISM, *ENGLISH (SECOND LANGUAGE), CULTURAL BACKGROUND, CULTURAL FACTORS, LEARNING DIFFICULTIES, NEW MEXICO SCHOOLS, NON ENGLISH SPEAKING, SPANISH, TEXAS SCHOOLS,

THE AUTHOR DISCUSSES THE PROBLEMS RATHER THAN THE ASSETS ASSOCIATED WITH BILINGUALISM IN NEW MEXICO AND TEXAS SCHOOLS. HE STATES THAT MANY SPANISH-SPEAKING STUDENTS DO NOT LEARN BECAUSE THE SCHOOLS ARE BIASED AGAINST THEM IN THE FOLLOWING WAYS--(1) THE LOW TAXING ABILITY OF THE COMMUNITY PROVIDES ONLY FOR ILL-STAFFED AND ILL-EQUIPPED SCHOOLS, (2) THE STUDENTS CANNOT LEARN OTHER SUBJECT MATTER, AS EXPECTED, BEFORE THEY MASTER ENGLISH, AND (3) SPANISH-SPEAKING CHILDREN LEARN TO REGARD THEIR NATIVE LANGUAGE AND CULTURE AS INFERIOR TO THAT OF THE ANGLO-AMERICANS. THE AUTHOR CONCLUDES THAT THE SCHOOLS SHOULD TEACH THESE STUDENTS IN THEIR NATIVE LANGUAGE WHILE THEY ARE MASTERING ENGLISH, TO ENABLE THEM TO LEARN OTHER SUBJECT MATTER EARLIER AND DEVELOP AN APPRECIATION OF THEIR NATIVE LANGUAGE AND CULTURE. HE SUGGESTS THAT CREATIVE SYNTHESIS OF THE SOUTHWEST CULTURES WILL PRODUCE CLASSROOMS IN WHICH THE FULLEST POTENTIAL OF THE ANGLO-AMERICAN, MEXICAN-AMERICAN, AND INDIAN CULTURES WILL BE ATTAINED. THIS IS A SPEECH PREPARED FOR DELIVERY TO THE MEETING OF STAFF AND FACULTY OF ANTHONY SCHOOL DISTRICT (ANTHONY, NEW MEXICO, DECEMBER 8, 1965). (CL)

ED 010 745 RC 000 740

ORAL EXPRESSION, REMEDIAL SPEECH AND ENGLISH FOR THE MIGRANT CHILD, GRADES ONE - TWELVE.
By- SHIELDS, VIRGINIA
COLLIER COUNTY BOARD OF PUBLIC INST., NAPLES, FLA.
EDRS PRICE MF-$0.09 HC-$0.92 23P.

DESCRIPTORS- *MIGRANT CHILDREN, *ORAL EXPRESSION, *REMEDIAL INSTRUCTION, BILINGUAL STUDENTS, ELEMENTARY GRADES, ENGLISH, ENGLISH (SECOND LANGUAGE), FRIES AMERICAN ENGLISH SERIES, JUNIOR HIGH SCHOOLS, LANGUAGE DEVELOPMENT, MIAMI LINGUISTIC READERS, NAPLES, NON ENGLISH SPEAKING, REMEDIAL PROGRAMS, SENIOR HIGH SCHOOLS, SPEECH INSTRUCTION,

THIS DOCUMENT ANALYZES A PROGRAM OF ORAL EXPRESSION, PROVIDED IN COLLIER COUNTY, FLORIDA, TO ASSIST MIGRANT CHILDREN IN (1) SPEAKING ENGLISH FLUENTLY, (2) USING WORDS CORRECTLY, (3) DEVELOPING CORRECT SPEECH HABITS, AND (4) ENCOURAGING SPEECH AND LANGUAGE INTEREST ALONG WITH SELF-EVALUATION AND IMPROVEMENT. DISCUSSED ARE THE PROGRAM'S GOALS AND THE MATERIALS USED, THE "MIAMI LINGUISTIC READERS" AND THE "FRIES AMERICAN ENGLISH SERIES." THE PUBLICATION PRESENTS OUTLINES WHICH INCLUDE LANGUAGE DEVELOPMENT, CHORAL READING, AND SPEAKING EXPERIENCES DEVELOPED FOR THE LOWER ELEMENTARY GRADES (1-3), THE UPPER ELEMENTARY GRADES (4-6), THE JUNIOR HIGH GRADES (7-8), AND THE HIGH SCHOOL GRADES (9-12). FUNDAMENTALS OF SPEECH ARE SUBSTITUTED FOR CHORAL READING IN THE HIGH SCHOOL GRADES. (RB)

ED 010 746 RC 000 765

THE TEACHING OF ENGLISH TO NON-ENGLISH-SPEAKING MIGRANTS.
By- VITO, LAWRENCE
COLLIER COUNTY BOARD OF PUBLIC INST., NAPLES, FLA.
EDRS PRICE MF-$0.09 HC-$1.40 35P.

DESCRIPTORS- *ENGLISH (SECOND LANGUAGE), *MIGRANT CHILDREN, *MIGRANT EDUCATION, *NON ENGLISH SPEAKING, *PHONOLOGY, FRIES AMERICAN ENGLISH SERIES, INSTRUCTIONAL MATERIALS, LINGUISTIC PATTERNS, NAPLES, SPANISH, TEACHING GUIDES, TEXTBOOKS, VERBAL COMMUNICATION,

THIS PROVISIONAL GUIDE FOR TEACHING ENGLISH TO NON-ENGLISH SPEAKING MIGRANTS PRESENTS THE USUAL ENGLISH LINGUISTIC PROBLEMS OF SPANISH-SPEAKING LEARNERS--CONSONANT SOUND PROBLEMS, VOWEL SOUND PROBLEMS, CONSONANT CLUSTER PROBLEMS, LANGUAGE RHYTHM PROBLEMS, AND INTONATION PROBLEMS. AIDS TO SPANISH USAGE AND PRONUNCIATION, INCLUDING VOWEL SOUNDS, CONSONANTS, SYLLABLE STRESS AND DIVISION, AND DIPHTHONGS, ARE DISCUSSED, AND TEACHING MATERIALS AND TEACHER GUIDELINES ARE RECOMMENDED. INCLUDED ARE ENGLISH-SPANISH COMPARISONS FOR NAMES OF CHILDREN, FAMILIAR CLASSROOM EXPRESSIONS, AND FORMAL EXPRESSIONS USED WITH ADULTS. BOOKS I AND II OF FRIES AMERICAN ENGLISH SERIES IN IDENTIFICATION OF PATTERNS ARE OUTLINED. A SHORT BIBLIOGRAPHY IS INCLUDED. (RB)

ED 010 747 RC 000 813

SOME NEW APPROACHES TO MIGRANT EDUCATION.
By- CROFT, FRED A.
INDIANA STATE DEPT. PUBLIC INSTR., INDIANAPOLIS
PUB DATE 67

EDRS PRICE MF-$0.09 HC-$0.60 15P.

DESCRIPTORS- *CURRICULUM, *EDUCATIONAL LEGISLATION, *MIGRANT CHILDREN, *MIGRANT EDUCATION, ENGLISH (SECOND LANGUAGE), FEDERAL LEGISLATION, INDIANAPOLIS, STATE LEGISLATION,

THE AUTHOR EXAMINES THE FEDERAL AND THE INDIANA STATE LAWS CONTROLLING MIGRANT EDUCATION. HE DISCUSSES BOTH THE TEXAS MIGRANT SCHOOL PROJECT OF THE LOWER RIO GRANDE VALLEY AND THE PROBLEMS WHICH IT PRESENTS TO INDIANA SCHOOLS. THE

PAPER ALSO LISTS THE PROBLEMS RELATED TO AND THE ELEMENTS WHICH SHOULD BE CONSIDERED IN CURRICULUM DEVELOPMENT FOR MIGRANT STUDENTS. (CL)

ED 010 748 RC 000 839
ENGLISH AS A SECOND LANGUAGE AND A TECHNIQUE FOR TEACHING SCIENCE.
By- SMITH, PHILIP D. HAREAN, JOHN H.
NEVADA STATE DEPT. OF EDUCATION, CARSON CITY
PUB DATE 66
EDRS PRICE MF-$0.09 HC-$0.84 21P.

DESCRIPTORS- *AMERICAN INDIANS, *ENGLISH (SECOND LANGUAGE), *SCIENCE EDUCATION, *VOCABULARY DEVELOPMENT, CARSON CITY, LANGUAGE FLUENCY, LEARNING THEORIES, PHONOLOGY,

THE DOCUMENT CONTAINS TWO SPEECHES--ONE ON TEACHING ENGLISH TO INDIAN STUDENTS AND THE OTHER ON A TECHNIQUE FOR TEACHING SCIENCE. THE FIRST DISCUSSES THE PHONOLOGY OF THE ENGLISH LANGUAGE, LEARNING THEORIES, VOCABULARY DEVELOPMENT, AND INDIAN STUDENTS' LANGUAGE FLUENCY. THE SECOND DISCUSSES VOCABULARY PROBLEMS INVOLVED WITH TEACHING SCIENCE TO INDIAN STUDENTS, AND SUGGESTS AN UNTESTED METHOD FOR TEACHING THEM SCIENCE. THIS PRESENTATION WAS DELIVERED TO THE ANNUAL SEMINAR "PROBLEMS IN INDIAN EDUCATION" (END, UNIVERSITY OF NEVADA, JULY 16-17, 1964). (CL)

ED 010 749 RC 000 840
THE PROBLEM OF AIDING TODAY'S INDIAN TEEN AGE STUDENT TO BE PREPARED FOR TOMORROW.
By- POEHLMAN, C.H. AND OTHERS
NEVADA STATE DEPT. OF EDUCATION, CARSON CITY
PUB DATE 64
EDRS PRICE MF-$0.09 HC-$0.28 7P.

DESCRIPTORS- *AMERICAN INDIANS, *EDUCATION, *ENGLISH (SECOND LANGUAGE), *TEENAGERS, CARSON CITY, CULTURAL DIFFERENCES, TEACHING METHODS,

THIS PAPER DISCUSSES PROBLEMS INVOLVED WITH TEACHING INDIAN STUDENTS IN PUBLIC SCHOOLS. THESE PROBLEMS ARISE FROM THE STUDENTS' LIMITED USE OF THE ENGLISH LANGUAGE AND FROM THE DIFFERENCES BETWEEN EACH OF THE INDIAN CULTURES, AS WELL AS BETWEEN INDIAN CULTURES AND AMERICAN CULTURE. METHODS FOR TEACHING THESE STUDENTS ARE ALSO SUGGESTED. (CL)

ED 010 750 RC 000 841
SUGGESTED TECHNIQUES IN GUIDANCE AND COUNSELING WITH INDIAN YOUTH AND ADULTS.
By- POEHLMAN, C.H. AND OTHERS
NEVADA STATE DEPT. OF EDUCATION, CARSON CITY
PUB DATE 66
EDRS PRICE MF-$0.09 HC-$0.76 19P.

DESCRIPTORS- *AMERICAN INDIANS, *CULTURAL DIFFERENCES, *ENGLISH (SECOND LANGUAGE), *GUIDANCE COUNSELING, *VOCATIONAL COUNSELING, ADULT PROGRAMS, CARSON CITY,

THIS DOCUMENT SUGGESTS CONCEPTS TO USE IN COUNSELING INDIAN YOUTHS AND ADULTS, AND RECOMMENDS WAYS TO UTILIZE THOSE CONCEPTS. CULTURAL DIFFERENCES, LANGUAGE DIFFERENCES, AND EARLY CHILDHOOD SOCIALIZATION ARE DISCUSSED. EMPHASIS IS PLACED ON HELPING THE INDIAN TO UNDERSTAND THE AMERICAN CULTURE AND GUIDING HIM TOWARD A VOCATION. (CL)

ED 010 751 RC 000 843
INDIAN INTEGRATION IN NEVADA PUBLIC SCHOOLS.
By- HAGLUND, E.A.
NEVADA STATE DEPT. OF EDUCATION, CARSON CITY
PUB DATE 66
EDRS PRICE MF-$0.09 HC-$1.16 29P.

DESCRIPTORS- *AMERICAN INDIANS, *ENGLISH (SECOND LANGUAGE), *PUBLIC SCHOOLS, *RACIAL INTEGRATION, APTITUDE, CARSON CITY, DAY SCHOOLS, DORMITORIES, EDUCATIONAL EQUALITY, EDUCATIONALLY DISADVANTAGED, INTEGRATED PUBLIC FACILITIES, RACIAL SEGREGATION, SCHOOL INTEGRATION,

THIS DOCUMENT DISCUSSES THE PROBLEM OF DESEGREGATION IN THE NEVADA PUBLIC SCHOOLS. HISTORICALLY, THE INDIAN WAS NOT ABLE TO PARTICIPATE IN THE ENCROACHING CULTURE OF THE WHITE MAN AND LITTLE ATTEMPT WAS MADE TO ENCULTURATE HIM. HE BECAME AN OBJECT OF SUBJUGATION AND EXPLOITATION. AS LATE AS 1930, THE INDIAN DID NOT HAVE THE CAPACITY OR THE NEED TO BE EDUCATED WITH WHITE CHILDREN, WHICH JUSTIFIED SEGREGATED SCHOOLS. THE AUTHOR POINTS OUT THAT IT IS NOW REALIZED ALL PEOPLE HAVE EQUAL, INNATE EDUCATIONAL POTENTIAL. THUS, IN THE 1940'S, NEVADA BEGAN A PROGRAM TO INTEGRATE THE INDIAN CHILDREN INTO THE PUBLIC SCHOOLS. TODAY, ONLY ONE STATE-SUPPORTED INDIAN SCHOOL REMAINS, WHICH SERVES THE SPECIAL EDUCATIONAL NEEDS OF INDIANS FROM A FIVE-STATE AREA. (JH)

ED 010 752 RE 000 001
A JOB CORPS CENTER READING PROGRAM.
By- FRY, EDWARD
PUB DATE DEC 66
EDRS PRICE MF-$0.09 HC-$0.88 22P.

DESCRIPTORS- *DISADVANTAGED YOUTH, *READING MATERIALS, *READING SKILLS, *TEACHING METHODS, CURRICULUM EVALUATION, CURRICULUM RESEARCH, DROPOUT REHABILITATION, EDUCATIONAL DISADVANTAGEMENT, JOB CORPS, JOB TRAINING, READING INSTRUCTION, ST. PETERSBURG,

A BRIEF DESCRIPTION OF THE KILMER JOB CORPS CENTER AND OF THE READING PROGRAM CONDUCTED AT THE CENTER IS PRESENTED. THE TOPICS DISCUSSED INCLUDE THE POPULATION OF THE JOB CORPS CAMP, THE TIME ALLOTED TO VARIOUS TRAINING ACTIVITIES, THE TEACHING STAFF, THE EQUIPMENT OF THE READING CLINIC, THE ACTIVITIES OBSERVED IN FOUR CLASSROOMS, A LIST OF UNITS FROM THE SCHOOL OF COMMERCIAL TECHNOLOGY WHERE PRINTERS WERE TRAINED, AND THE GENERAL EDUCATIONAL DEVELOPMENT PROGRAM WHERE STUDENTS CAME TO STUDY FOR A HIGH SCHOOL EQUIVALENCY EXAMINATION. SOME OF THE PROBLEMS OF OPERATING A JOB CORPS CENTER, PARTICULARLY THOSE RELATED TO READING INSTRUCTION, ARE EXAMINED. THE PROBLEMS MENTIONED INCLUDE THE CREATION OF THE BEST TEACHING-LEARNING SITUATION FOR THE ENROLLEES, THE ELIMINATION OF THE HIGH DROPOUT RATE, THE CONTROL OF THE CONSTANT CHANGES MADE IN THE ORGANIZATIONAL PATTERNS AND PERSONNEL, THE EXPENDITURE OF ALLOTTED MONEY, AND THE RELATIONSHIP BETWEEN THE BUSINESS ORGANIZATION RUNNING THE CAMP AND THE UNIVERSITY CONSULTANTS. INFORMAL CONCLUSIONS ARE OFFERED. THIS PAPER WAS PRESENTED TO THE ANNUAL MEETING,

NATIONAL READING CONFERENCE, "JUNIOR COLLEGE AND ADULT READING PROGRAMS--EXPANDING FIELDS" (16TH, ST. PETERSBURG, DECEMBER 1-3, 1966). (RH)

ED 010 753 RE 000 002

A STUDY OF DROPOUTS FROM ADULT LITERACY PROGRAMS.

By- NICHOLSON, EUNICE OTTO, WAYNE

PUB DATE DEC 66

CONTRACT OEC-3-10-154

EDRS PRICE MF-$0.09 HC-$0.60 15P.

DESCRIPTORS- *ADULT EDUCATION PROGRAMS, *ADULT STUDENTS, *DROPOUT IDENTIFICATION, *DROPOUT PREVENTION, *ELEMENTARY EDUCATION, ATTENDANCE, DROPOUT CHARACTERISTICS, ECONOMIC FACTORS, SOCIOECONOMIC INFLUENCES, ST. PETERSBURG,

THE FACTORS WHICH MIGHT HAVE CAUSED ADULTS TO DROP OUT OF AN ADULT BASIC EDUCATION PROGRAM WERE EXAMINED. THIS ADULT PROGRAM WAS CONDUCTED IN A SMALL CITY IN WISCONSIN FROM JANUARY TO JUNE, 1966. TWO TEACHERS, A READING TEACHER AND AN ENGLISH TEACHER, HELD CLASS TWICE A WEEK FOR 50 SESSIONS. THIRTY-EIGHT ADULTS RANGING IN AGE FROM 18 TO 60 WERE DIVIDED INTO TWO GROUPS ACCORDING TO READING LEVELS. SIXTEEN ADULTS COMPLETED THE 50 SESSIONS OR 100 HOURS. DATA WERE GATHERED BY MEANS OF A QUESTIONNAIRE, AND PERSONAL INTERVIEWS WITH 10 OF THE 22 DROPOUTS. THE CHANGE TO DAYLIGHT SAVING TIME, PAYMENT FOR CHILD CARE AND TRANSPORTATION, AND CHANGE IN JOB WERE FACTORS AFFECTING STUDENTS' NONCOMPLETION OF THE PROGRAM. RESULTS CONFIRMED THE FINDINGS OF THE NATIONAL OPINION RESEARCH CENTER THAT ADULTS OF THE LOWER SOCIOECONOMIC CLASS DROP OUT OF ADULT EDUCATION CLASSES MAINLY FOR EXTERNAL OR SITUATIONAL REASONS. IMPLICATIONS ARE DISCUSSED, AND RECOMMENDATIONS AND REFERENCES INCLUDED. THIS PAPER WAS PRESENTED AT THE NATIONAL READING CONFERENCE ANNUAL MEETING (16TH, ST. PETERSBURG, DECEMBER 1-3, 1966). (BK)

ED 010 754 RE 000 003

ADULT BOOK READING IN THE UNITED STATES, A PRELIMINARY REPORT.

By- ENNIS, PHILIP H.

CHICAGO UNIV., ILL., NATIONAL OPINION RESEARCH CTR

REPORT NUMBER 105 PUB DATE SEP 65

EDRS PRICE MF-$0.18 HC-$4.52 113P.

DESCRIPTORS- *ADULT PROGRAMS, *CULTURAL FACTORS, *LIBRARY SERVICES, *READING INTERESTS, *SOCIOECONOMIC INFLUENCES, ATTITUDES, CHICAGO, COMMUNITY RESOURCES, INTEREST RESEARCH, INTERVIEW, LEISURE TIME READING, READING MATERIALS, READING RESEARCH, SURVEYS, TAPE RECORDINGS,

THE FINDINGS OF A PILOT STUDY OF THE PERSONAL USE OF BOOKS BY ADULTS IN THE UNITED STATES AND OF THE FACTORS WHICH INFLUENCE THEIR READING ARE PRESENTED. CHAPTER I, "READING--A PERSONAL VIEW," PRESENTS EXCERPTS OF INTERVIEWS WITH BUSINESSMEN, HOUSEWIVES, AND STUDENTS OF THE CHICAGO AREA WHO WERE CHOSEN AT RANDOM AND WHO WERE WILLING TO SPEND SEVERAL HOURS TALKING ABOUT THE INFLUENCE OF BOOKS IN THEIR LIVES. CHAPTER II, "PATTERNS OF READING--QUANTITATIVE," ILLUSTRATES AND ANALYZES THE VARIOUS COMBINATIONS OF EXPERIENCES IN CHILDHOOD AND ADULT LIFE WHICH EITHER DRAW PEOPLE TO BOOK READING OR PREVENT THEM FROM BECOMING BOOK READERS. THE AMOUNT OF READING, SOURCES OF BOOKS, EDUCATION AND INCOME DIFFERENCES, AND TYPES OF READING PREFERRED ARE A FEW OF THE MANY READING INFLUENCES DISCUSSED. CHAPTER III, "THE AVAILABILITY OF BOOKS," DOCUMENTS THE VARIATION AMONG COMMUNITIES IN BOOK AVAILABILITY AND CONSIDERS THE PROBLEMS OF ASSEMBLING AND INTERPRETING THE DATA REQUIRED FOR SUCH DOCUMENTATION. THE FOLLOWING QUESTIONS ARE DISCUSSED--(1) WHAT ARE THE COMPONENTS OF THE BOOK AVAILABILITY CONCEPT, (2) HOW DO COMMUNITIES VARY IN BOOK AVAILABILITY, (3) WHAT DIFFERENCES IN BOOK READING RESULT FROM THESE VARIATIONS, AND (4) WHAT ACCOUNTS FOR THE DIFFERENCES IN SUPPLIES OF BOOKS IN VARIOUS COMMUNITIES. EXAMPLES OF QUESTIONNAIRE WORDINGS USED, TABLES SHOWING BOOK AVAILABILITY, A GRAPH ILLUSTRATING THE RELATIONSHIP BETWEEN BOOK AND STATIONERY STORE SALES AND BOOKSTORE SALES, AND A LIST OF THE CITIES INVOLVED IN THE NATIONAL OPINION RESEARCH CENTER'S 1946 LIBRARY STUDY ARE APPENDED. (RH)

ED 010 755 RE 000 004

THE READING OF THE CULTURALLY DISADVANTAGED.

By- MCCROSSAN, JOHN

ILLINOIS UNIV., URBANA, GRAD SCH. OF LIB. SCIENCE

REPORT NUMBER OP-80 PUB DATE OCT 66

EDRS PRICE MF-$0.09 HC-$1.68 42P.

DESCRIPTORS- *CULTURALLY DISADVANTAGED, *ILLITERATE ADULTS, *INTEREST RESEARCH, *READING INTERESTS, *SOCIOECONOMIC INFLUENCES, ATTITUDES, CHILDREN, CULTURAL FACTORS, LIBRARY SERVICES, READING ABILITY, READING ACHIEVEMENT, READING FAILURE, READING MATERIALS, URBANA,

ASPECTS OF READING RELATED TO CULTURALLY DISADVANTAGED ADULTS AND CHILDREN ARE SURVEYED. THE MAIN TOPICS OF DISCUSSION BASED ON RESEARCH AND LITERATURE ARE READING ABILITY OF DISADVANTAGED ADULTS, READING ABILITY OF DISADVANTAGED CHILDREN, CAUSES OF READING PROBLEMS AMONG THE DISADVANTAGED, READING INTERESTS, LIBRARY USE BY DISADVANTAGED ADULTS, AND THE KINDS OF READING PREFERRED BY DISADVANTAGED ADULTS. CULTURALLY DEPRIVED PEOPLE ARE DEFINED AS THOSE AMERICANS WHO BELONG TO THE LOWER SOCIOECONOMIC GROUP AND WHO HAVE FEWER OPPORTUNITIES THAN THE AVERAGE CITIZEN. RESEARCH ON THE READING ABILITY OF DISADVANTAGED ADULTS HAS SHOWN THAT THEY READ LESS THAN MORE EDUCATED PEOPLE AND COMPRISE A LARGE NUMBER OF THE AMERICAN FUNCTIONAL ILLITERATES. CORRELATIONS WERE FOUND BETWEEN CHILDREN'S READING ACHIEVEMENT AND SOCIOECONOMIC STATUS. THE HOME ENVIRONMENT OF LOWER CLASS CHILDREN CONTRIBUTES TO READING RETARDATION. ADULTS WHO HAVE HAD MORE EDUCATIONAL TRAINING TEND TO MAKE GREATER USE OF LIBRARY FACILITIES. LOWER CLASS PEOPLE READ MAGAZINES AND PAPERS SOMEWHAT LESS THAN THOSE FROM HIGHER CLASSES. DIFFERENCES, HOWEVER, ARE NOT AS GREAT AS THOSE FOUND IN BOOK READING. A POSITIVE CORRELATION EXISTS BETWEEN FICTION READING AND INCOME LEVEL, AND BETWEEN CHOICE OF AUTHORS AND SOCIOECONOMIC LEVEL. LOWER CLASS PEOPLE TEND TO READ THE NEWSPAPER FOR ENTERTAINMENT, SENSATIONAL NEWS, AND PICTORIAL MATERIAL. RECOMMENDATIONS FOR LIBRARIES ARE MADE. A BIBLIOGRAPHY, GENERAL REFERENCES, AND TABLES ARE INCLUDED. (BK)

ED 010 756 RE 000 006

THE READABILITY OF SCIENCE TEXTBOOKS FOR ELEMENTARY SCHOOL.

By- NEWPORT, JOHN F.

PUB DATE OCT 65

EDRS PRICE MF-$0.09 HC-$0.24 6P.

DESCRIPTORS- *ELEMENTARY SCIENCE, *READABILITY, *READING DIFFICULTY, *TEXTBOOK EVALUATION, INSTRUCTIONAL MATERIALS, SPACHE FORMULA, YOAKAM FORMULA,

AN INVESTIGATION WAS MADE OF THE READABILITY LEVELS OF NINE CONTINUOUS SERIES OF ELEMENTARY SCHOOL SCIENCE TEXTBOOKS, GRADES 1-6. THE FOLLOWING SCIENCE SERIES WERE EVALUATED--ALLYN AND BACON, AMERICAN BOOK COMPANY, GINN, HARPER AND ROW, HEATH, LYONS AND CARNAHAN, MACMILLAN, SINGER, AND WINSTON. THE SPACHE FORMULA (SAFIER METHOD) WAS APPLIED TO TEXTBOOKS FOR GRADES 1, 2, AND 3. THE YOAKAM FORMULA WAS USED FOR GRADES 4, 5, AND 6. RESULTS OF THE READABILITY STUDIES ARE PRESENTED IN TABULAR FORM AND DISCUSSED. READING LEVELS FOR FOURTH-, FIFTH-, AND SIXTH-GRADE TEXTS ARE REPORTED TO BE TOO HIGH BECAUSE THE WORD LIST ON WHICH THE YOAKAM FORMULA IS BASED IS SOMEWHAT OUTDATED. REFERENCES ARE GIVEN. THIS ARTICLE IS PUBLISHED IN "ELEMENTARY SCHOOL JOURNAL," 66, OCTOBER 1965. (LS)

ED 010 757 RE 000 007

AN ANNOTATED BIBLIOGRAPHY OF SELECTED RESEARCH RELATED TO TEACHING READING IN THE SECONDARY SCHOOL, 1900-1960. PRELIMINARY DRAFT.

By- SUMMERS, EDWARD G.

PITTSBURGH UNIV., PA., SCHOOL OF EDUCATION

PUB DATE 3 SEP 63

EDRS PRICE MF-$0.27 HC-$7.68 192P.

DESCRIPTORS- *BIBLIOGRAPHIES, *READING RESEARCH, *RESEARCH TOOLS, *SECONDARY EDUCATION, ANNOTATED BIBLIOGRAPHY, PITTSBURGH, READING INSTRUCTION,

A PRELIMINARY DRAFT OF AN ANNOTATED BIBLIOGRAPHY OF SELECTED RESEARCH FROM 1900 TO 1960 RELATED TO TEACHING READING IN THE SECONDARY SCHOOL IS PRESENTED. SOURCES USED IN THE DEVELOPMENT OF THE BIBLIOGRAPHY AND THE 35 CATEGORIES OF RESEARCH DEVELOPED ARE REPORTED. A TABLE INDICATING THE SEPARATE CATEGORIES AND THE NUMBER OF STUDIES IN EACH CATEGORY APPEARING PRIOR TO AND AFTER 1940 IS INCLUDED. THE BIBLIOGRAPHY COVERS 1,110 STUDIES FROM THE PUBLISHED LITERATURE. THIS BIBLIOGRAPHY IS PUBLISHED IN THE "READING TEACHER" RESEARCH ISSUES FOR 1962, 1963, AND 1964. (BK)

ED 010 758 RE 000 008

AN ANNOTATED BIBLIOGRAPHY OF SELECTED RESEARCH RELATED TO TEACHING READING IN THE SECONDARY SCHOOL, SUPPLEMENT 1961-1963. PRELIMINARY DRAFT.

By- SUMMERS, EDWARD G.

PITTSBURGH UNIV., PA., SCHOOL OF EDUCATION

PUB DATE SEP 64

EDRS PRICE MF-$0.09 HC-$1.36 34P.

DESCRIPTORS- *BIBLIOGRAPHIES, *READING RESEARCH, *RESEARCH TOOLS, *SECONDARY EDUCATION, ANNOTATED BIBLIOGRAPHY, INSTRUCTION, PITTSBURGH, READING, SUPPLEMENT,

AN ANNOTATED BIBLIOGRAPHY OF SELECTED RESEARCH RELATED TO TEACHING READING IN THE SECONDARY SCHOOL IS PRESENTED AS A SUPPLEMENT TO THE LISTING OF RESEARCH WHICH COVERED THE PERIOD 1900-1960. THE RESEARCH INCLUDED WAS PUBLISHED IN THE "READING TEACHER" RESEARCH ISSUES FOR 1962, 1963, AND 1964. THE CATEGORIES CONDENSED FROM THE PREVIOUS LISTING ARE RESEARCH COMPILATIONS IN READING, TEACHERS OF READING, READING ACHIEVEMENT, TESTS AND MEASUREMENT, PREDISPOSING FACTORS IN READING, READING SKILLS AND TEACHING PROCEDURES, READING IN HIGH SCHOOL, READING IN JUNIOR HIGH SCHOOL, READING IN THE CONTENT FIELDS, MASS MEDIA AND READING, READABILITY, READING MATERIALS, READING DIFFICULTIES, AND READING INTERESTS, HABITS, AND TASTES. (RH)

ED 010 759 RE 000 009

YOUNG ADULTS TEN TO FIFTEEN YEARS AFTER SEVERE READING DISABILITY.

By- BALOW, BRUCE BLONQUIST, MARLYS

PUB DATE OCT 65

EDRS PRICE MF-$0.09 HC-$0.28 7P.

DESCRIPTORS- *ATTITUDES, *EMOTIONAL ADJUSTMENT, *LONGITUDINAL STUDIES, *READING CLINICS, *READING FAILURE, INTERVIEW, PSYCHOLOGICAL CHARACTERISTICS, READING IMPROVEMENT, SOCIAL DEVELOPMENT, UNIVERSITY OF MINNESOTA PSYCHO EDUCATIONAL CLINIC,

THE PRESENT STUDY WAS DESIGNED TO OBTAIN AN OVERVIEW OF THE SOCIAL AND PSYCHOLOGICAL STATUS OF YOUNG ADULTS WHO HAD BEEN DIAGNOSED AS SEVERLY DISABLED READERS IN THEIR ELEMENTARY SCHOOL YEARS. OCCUPATIONAL POSITION, LEVEL OF EDUCATION, LEVEL OF READING SKILL, EDUCATIONAL STATUS, ATTITUDES TOWARD READING AND REMEDIAL HELP, AND MARITAL STATUS WERE ASSESSED BY TELEPHONE INTERVIEWS AND A TESTING SESSION. THE SAMPLE, 32 MALES BETWEEN THE AGES 20 AND 26, WAS STUDIED INITIALLY AT THE UNIVERSITY OF MINNESOTA PSYCHO-EDUCATIONAL CLINIC DURING THE YEARS 1948 TO 1953. SELECTION OF THE SAMPLE WAS BASED ON SEX, AGE, CLINICAL DIAGNOSTIC CLASSIFICATION, INTELLIGENCE, AND AMOUNT OF RETARDATION IN READING. ONLY THOSE PUPILS IN A 50-MILE RADIUS, WITH NO PRIMARY EMOTIONAL DISTURBANCES OR OTHER HANDICAPPING CONDITIONS AND WITH IQ'S IN THE AVERAGE RANGE, WERE INCLUDED IN THE STUDY. TELEPHONE INTERVIEWS WERE COMPLETED WITH 23 SUBJECTS, AND THE TESTS OF CURRENT READING AND EMOTIONAL STATUS WERE GIVEN TO NINE OF THESE SUBJECTS. THREE GROUPS OF SUBJECTS WERE DESCRIBED--GROUP I, THOSE WHO COMPLETED THE TELEPHONE INTERVIEW AND WHO AGREED TO COME IN FOR TESTING, GROUP II, THOSE WHO COMPLETED THE TELEPHONE INTERVIEW BUT REFUSED TO COME IN FOR TESTING, AND GROUP III, THOSE WHO WERE UNAVAILABLE FOR INTERVIEW. RESULTS OF THE STUDY ARE DISCUSSED, ADDITIONAL RESEARCH IS SUGGESTED, AND TABLES AND REFERENCES ARE GIVEN. THIS ARTICLE IS PUBLISHED IN "ELEMENTARY SCHOOL JOURNAL," 66, OCTOBER 1965. (SP)

ED 010 760 RE 000 010

PROGRAMED TUTORING--A TEACHING AID AND A RESEARCH TOOL.

By- ELLSON, D.G. AND OTHERS

PUB DATE 65

EDRS PRICE MF-$0.09 HC-$2.16 54P.

DESCRIPTORS- *BEGINNING READING SKILLS, *LAY TEACHERS, *PROGRAMED TUTORING, *RETARDED CHILDREN, *SLOW LEARNERS, COMPREHENSION, GRADE 1, INDIVIDUAL TEACHING, KINDERGARTEN, READING MATERIALS, READING RESEARCH, WORD RECOGNITION,

TEN EXPERIMENTS ON THE DEVELOPMENT AND TESTING OF THE

PROGRAMED TUTORING TECHNIQUE AND ITS APPLICATION TO THE TEACHING OF BEGINNING READING ARE SUMMARIZED. THE BEHAVIOR OF PROFESSIONALLY UNTRAINED PERSONS IN THIS TECHNIQUE WAS PROGRAMED IN AGREEMENT WITH PRINCIPLES OF LEARNING AND PROGRAMED INSTRUCTION FOR INDIVIDUAL TEACHING. FOUR HUNDRED CHILDREN, INCLUDING RETARDED CHILDREN, SLOW READERS, AND UNSELECTED POPULATIONS OF CHILDREN IN KINDERGARTEN AND FIRST GRADE, WERE TUTORED FOR PERIODS RANGING UP TO NINE SEMESTERS. WITH A FEW EXCEPTIONS, INCLUDING ONE "NORMAL" FIRST GRADER AND SEVERAL CHILDREN WITH IQ'S BELOW 50, NO TUTORED CHILD FAILED TO READ. PROGRAMED TUTORING WAS FOUND TO BE MOST SUCCESSFUL WHEN USED AS A SUPPLEMENT TO AND COORDINATED WITH REGULAR CLASSROOM TEACHING. WHEN USED THIS WAY, IT PRODUCED SIGNIFICANT IMPROVEMENT ON STANDARD TESTS WHICH REQUIRED SIGHT-READING, COMPREHENSION, AND WORD ANALYSIS. TABLES, FIGURES, APPENDIXES, AND REFERENCES ARE INCLUDED. THIS ARTICLE IS PUBLISHED IN "READING RESEARCH QUARTERLY," VOLUME 1, NUMBER 1, FALL, 1965. (MD)

ED 010 761 SE 000 007

REPORT OF THE INTERNATIONAL CLEARINGHOUSE ON SCIENCE AND MATHEMATICS CURRICULAR DEVELOPMENTS 1966.

BY- LOCKARD, J. DAVID
MARYLAND UNIV., COLLEGE PARK
AMERICAN ASSN. FOR THE ADVANCEMENT OF SCIENCE

PUB DATE 66

EDRS PRICE MF-$0.45 HC-$12.40 312P.

DESCRIPTORS- *COLLEGE SCIENCE, *CURRICULUN DEVELOPMENT, *ELEMENTARY SCHOOL SCIENCE, *MATHEMATICS EDUCATION, *SCIENCE EDUCATION, *SECONDARY SCHOOL SCIENCE, BIBLIOGRAPHIES, COLLEGE PARK, DISTRICT OF COLUMBIA, NATIONAL SCIENCE FOUNDATION,

INFORMATION CONCERNING CURRENT PROJECTS TO DEVELOP SCIENCE AND MATHEMATICS CURRICULAR MATERIALS IS PRESENTED. PROJECTS FROM THE UNITED STATES AND MORE THAN 25 OTHER COUNTRIES ARE INCLUDED. EACH PROJECT IS LISTED SEPARATELY. INFORMATION FOR EACH PROJECT INCLUDES--(1) TITLE, (2) PRINCIPAL ORIGINATORS, (3) PROJECT DIRECTOR, (4) ADDRESS OF THE PROJECT HEADQUARTERS, (5) PROFESSIONAL STAFF, (6) PROJECT SUPPORT, (7) PURPOSES AND OBJECTIVES, (8) SPECIFIC SUBJECT AND GRADE LEVEL, (9) MATERIALS THAT HAVE BEEN PRODUCED, (10) HOW PROJECT MATERIALS ARE BEING USED, (11) LANGUAGE IN WHICH MATERIALS HAVE BEEN WRITTEN, (12) LANGUAGES INTO WHICH MATERIALS HAVE BEEN OR WILL BE PRINTED IN TRANSLATIONS, (13) ADDITIONAL MATERIALS PRESENTLY BEING DEVELOPED, (14) MATERIALS AVAILABLE FREE, (15) PURCHASABLE MATERIALS, (16) SPECIFIC PLANS FOR EVALUATION OF MATERIALS, (17) SPECIFIC PLANS FOR TEACHER PREPARATION, AND (18) FUTURE PLANS. COPIES OF THIS 1966 REPORT MAY ALSO BE OBTAINED FROM THE CLEARINGHOUSE ON SCIENCE AND MATHEMATICS CURRICULAR DEVELOPMENTS, SCIENCE TEACHING CENTER, UNIVERSITY OF MARYLAND, COLLEGE PARK, MARYLAND 20740. (AG)

ED 010 762 SE 000 008

THE STATUS OF PHYSICS TEACHING IN NORTH CAROLINA.

BY- ANDERSON, NORMAN D. GOODE, JOHN H.
NORTH CAROLINA UNIV., RALEIGH, N.C. STATE UNIV.
NORTH CAROLINA STATE BOARD OF EDUCATION, RALEIGH

PUB DATE 28 DEC 65

EDRS PRICE MF-$0.09 HC-$0.48 12P.

DESCRIPTORS- *PHYSICS, *PHYSICS TEACHERS, *SECONDARY SCHOOL SCIENCE, *TEACHER EDUCATION, *TEACHER QUALIFICATIONS, CHAPEL HILL, COLLEGE SCIENCE, RALEIGH,

AN ANALYSIS OF THE STATUS OF HIGH SCHOOL PHYSICS AND THE QUALIFICATIONS OF INSERVICE AND NEW PHYSICS TEACHERS IN NORTH CAROLINA IS PRESENTED. ALL SECONDARY SCHOOLS IN THE STATE WERE INCLUDED IN THE SURVEY. A RANDOM SAMPLE OF 88 TEACHERS WAS SELECTED FOR THE ANALYSIS OF THE QUALIFICATIONS OF PHYSICS TEACHERS. DATA WERE OBTAINED FROM THE BIENNIAL REPORTS OF THE PUBLIC SCHOOLS, TEACHER TRANSCRIPTS, AND TEACHER CERTIFICATION RECORDS. GRAPHS, TABLES, AND PERCENTAGES WERE USED TO INTERPRET FINDINGS. THE NUMBER OF SCHOOLS OFFERING PHYSICS AND THE NUMBER OF STUDENTS ENROLLED IN PHYSICS HAS SLOWLY INCREASED. MOST SCHOOLS WERE TEACHING ONE CLASS OF PHYSICS. THE MAJORITY OF THE TEACHERS WERE NOT ADEQUATELY PREPARED. FEW TEACHERS WERE BEING PREPARED OR CERTIFIED FOR SPECIALIZATION IN PHYSICS. THIS PAPER WAS PRESENTED AT THE ANNUAL CONFERENCE ON RECENT ADVANCEMENTS IN PHYSICS (4TH, CHAPEL HILL, DECEMBER 28, 1965). (AG)

ED 010 763 SE 000 014

A STUDY OF LARGE GROUP-SMALL GROUP INSTRUCTION IN REGENTS CHEMISTRY COMPARED TO CONVENTIONAL INSTRUCTION.

BY- WINTER, STEPHEN S. AND OTHERS
STATE UNIV. OF N.Y. BUFFALO, COLL. AT BUFFALO
ROCHESTER UNIV., N.Y.

PUB DATE APR 65

EDRS PRICE MF-$0.18 HC-$5.12 128P.

DESCRIPTORS- *CHEMISTRY, *LARGE GROUP INSTRUCTION, *SECONDARY SCHOOL SCIENCE, *SMALL GROUP INSTRUCTION, ACHIEVEMENT, BUFFALO, CONVENTIONAL INSTRUCTION, INSTRUCTION, ROCHESTER,

STUDENTS IN EXPERIMENTAL LARGE GROUP-SMALL GROUP CHEMISTRY CLASSES WERE COMPARED TO STUDENTS IN CONVENTIONALLY ORGANIZED CHEMISTRY CLASSES FOR GAIN IN KNOWLEDGE OF CHEMISTRY AND OTHER LEARNING OUTCOMES. THE 1,241 STUDENTS INVOLVED IN THE INVESTIGATION WERE ENROLLED IN 14 URBAN, SUBURBAN, AND RURAL SCHOOLS. EXPERIMENTAL CLASSES RANGED IN SIZE FROM 78 TO 153 STUDENTS FOR LARGE GROUP INSTRUCTION AND FROM 7 TO 32 FOR SMALL GROUP ACTIVITIES. DATA WERE OBTAINED FROM STUDENT RECORDS, THE REGENTS EXAMINATION, AND TESTS CONSTRUCTED FOR THE STUDY. STUDENTS WERE PRETESTED FOR KNOWLEDGE OF CHEMISTRY, SCIENCE INTEREST, SCIENCE REASONING AND UNDERSTANDING, AND SCHOLASTIC ABILITY. THEY WERE TESTED FOR ACHIEVEMENT AFTER EACH OF SIX UNITS AND AT THE END OF THE YEAR FOR SCIENCE INTERESTS, AND SCIENCE REASONING AND UNDERSTANDING. DIFFERENCES IN THE EFFECTIVENESS OF THE TWO PATTERNS OF INSTRUCTION WERE DETERMINED BY ANALYSIS OF COVARIANCE. REGRESSION ANALYSIS WAS USED TO RELATE SUCCESS OF DIFFERENT TYPES OF STUDENTS TO THE TWO PATTERNS OF INSTRUCTION. ACHIEVEMENT OF THE EXPERIMENTAL STUDENTS WAS SIGNIFICANTLY HIGHER THAN ACHIEVEMENT OF STUDENTS IN CONVENTIONAL GROUPS ON THE REGENTS EXAMINATION AND THE UNIT TESTS. (AG)

ED 010 764 SE 000 015

THE COMPUTER IN PHYSICS INSTRUCTION, REPORT OF THE CONFERENCE ON USES OF THE COMPUTER IN UNDERGRADUATE PHYSICS INSTRUCTION (UNIVERSITY OF CALIFORNIA, IRVINE, NOVEMBER 4-6, 1966).

COMMISSION ON COLLEGE PHYSICS, ANN ARBOR, MICH.

PUB DATE 65

EDRS PRICE MF-$0.18 HC-$3.88 97P.

DESCRIPTORS- *COLLEGE SCIENCE, *COMPUTER ASSISTED INSTRUCTION, *PHYSICS, ANN ARBOR, CONFERENCES, INSTRUCTION, IRVINE, LEARNING,

THE ROLE OF THE COMPUTER IN UNDERGRADUATE PHYSICS INSTRUCTION IS PRESENTED. MAJOR TOPICS INCLUDED IN THE REPORT ARE CURRICULAR ADMINISTRATIVE PROBLEMS, PEDAGOGICAL TECHNIQUES, AND SYSTEMS AND EQUIPMENT. INFORMATION RELATED TO LINGUISTICS MODE COMPUTER SYSTEMS, REMOTE CONSOLE EQUIPMENT, LINGUISTICS MODE PHYSICS PROGRAMS, COMPUTATIONAL MODE PHYSICS PROGRAMS, AND COMPUTATIONAL MODE COMPUTER LANGUAGES ARE INCLUDED IN THE REPORT. SEVERAL EXISTING UNIVERSITY COMPUTER-ASSISTED LEARNING SYSTEMS AND PROGRAMS ARE DESCRIBED. (AG)

ED 010 765 SE 000 018

INTEGRATED EXPERIENCE APPROACH TO LEARNING.

By- POSTLETHWAIT, S.N. AND OTHERS

PURDUE UNIV., LAFAYETTE, IND.

PUB DATE 64

EDRS PRICE MF-$0.18 HC-$4.96 124P.

DESCRIPTORS- *AUTOINSTRUCTIONAL AIDS, *BOTANY, *COLLEGE SCIENCE, *INSTRUCTION, *LEARNING, AUDIOVISUAL AIDS, BIOLOGY, INSTRUCTIONAL MATERIALS, LAFAYETTE, PROGRAMED INSTRUCTION,

THE USE OF AUDIOTUTORIAL TECHNIQUES FOR TEACHING INTRODUCTORY COLLEGE BOTANY IS DESCRIBED. SPECIFIC PRACTICES USED AT PURDUE UNIVERSITY TO ILLUSTRATE DIFFERENT FACETS OF THE APPROACH ARE ANALYZED. INCLUDED ARE INDEPENDENT STUDY SESSIONS, SMALL ASSEMBLY SESSIONS, GENERAL ASSEMBLY SESSIONS, AND HOME STUDY SESSIONS. ILLUSTRATIONS AND SPECIFICATIONS OF PHYSICAL FACILITIES AND EQUIPMENT USED AT PURDUE ARE ALSO DESCRIBED. PRACTICAL SUGGESTIONS RELATED TO THE EFFICIENT USE OF STAFF, STUDENT READING ASSIGNMENTS, GRADING, AND THE PREPARATION OF AUDIOTUTORIAL LESSONS ARE INCLUDED. AUDIOTUTORIAL INSTRUCTION IS COMPARED TO CONVENTIONAL INSTRUCTION IN TERMS OF RELATIVE COSTS AND EFFECTIVENESS. (AG)

ED 010 766 SE 000 022

THE DEVELOPMENT AND TESTING OF INSTRUCTIONAL MATERIALS FOR GIFTED PRIMARY PUPILS. FINAL REPORT.

By- SANDS, THEODORE HICKLIN, CHARLES R.

ILLINOIS STATE UNIV., NORMAL

PUB DATE 65

EDRS PRICE MF-$0.18 HC-$2.76 69P.

DESCRIPTORS- *ELEMENTARY SCHOOL SCIENCE, *INDIVIDUAL INSTRUCTION, *INSTRUCTION, *PROGRAMED INSTRUCTION, ABLE STUDENTS, AUDIOVISUAL INSTRUCTION, MATHEMATICS EDUCATION, NORMAL, PHYSICAL SCIENCES, PRIMARY EDUCATION,

SELF-INSTRUCTIONAL SCIENCE MATERIALS FOR GIFTED PRIMARY STUDENTS WERE DEVELOPED AND USED WITH FIRST- AND SECOND-GRADE STUDENTS. UNITS ON ATOMIC STRUCTURE, THE NATURE OF MOLECULES, MEASUREMENT, AND MATHEMATICS WERE DEVELOPED, USED, EVALUATED, AND REVISED OVER A 2-YEAR PERIOD. LESSONS WERE PRESENTED THROUGH THE USE OF TAPE PLAYERS, ILLUSTRATIVE MATERIALS, AND WORKBOOKS. STUDENTS WERE SELECTED ON THE BASIS OF IQ SCORES AND ASSIGNED TO TWO GROUPS. EACH GROUP USED THE MATERIALS FOR ONE-HALF OF THE EXPERIMENTAL PERIOD. ALL STUDENTS WERE PRETESTED, TESTED AT THE END OF THE FOURTH WEEK, AND POST-TESTED FOR ACHIEVEMENT WITH INSTRUMENTS DEVELPED FOR THE STUDY. OTHER DATA WERE OBTAINED FROM TEACHER EVALUATION FORMS AND QUESTIONNAIRES COMPLETED BY TEACHERS AND PARENTS. ANALYSIS OF COVARIANCE WAS USED TO COMPARE PRETEST AND POST-TEST SCORES OF STUDENTS IN THE TWO GROUPS. NONPARAMETRIC TECHNIQUES WERE USED TO CHECK SCORE DISTRIBUTIONS FOR GROUPS WITH NONSIGNIFICANT F VALUES. SIGNIFICANT GAINS, AT THE .05 LEVEL, WERE OBTAINED FOR THE UNITS CONCERNED WITH MATHEMATICS, ATOMS, AND MEASUREMENT. A MAJORITY OF THE PARENTS FAVORED THE USE OF THE MATERIALS AND INDICATED THAT THE CHILDREN DEVELOPED INTEREST THROUGH THEIR STUDIES. (AG)

ED 010 767 SE 000 058

VIEWPOINTS ON UNDERGRADUATE COLLEGE SCIENCE PROGRAMS.

By- EISS, ALBERT F.

NATIONAL SCIENCE TEACHERS ASSN., WASHINGTON, D.C.

PUB DATE 66

EDRS PRICE MF-$0.18 HC-$3.36 84P.

DESCRIPTORS- *BIOLOGY, *CHEMISTRY, *COLLEGE SCIENCE, *HIGHER EDUCATION, *PHYSICAL SCIENCES, *TEACHER EDUCATION, DISTRICT OF COLUMBIA, GENERAL EDUCATION, SHELL COMPANIES FOUNDATION, SPEECHES,

THE TEXT OF SPEECHES AND DISCUSSION GROUP REPORTS FROM THREE CONFERENCES CONCERNED WITH COLLEGE SCIENCE PROGRAMS ARE INCLUDED IN THIS PUBLICATION. THE SPEECHES ARE DIRECTED TO SUCH TOPICS AS (1) THE UNITY OF SCIENCE, (2) CHANGES IN SCIENCE EDUCATION, (3) SCIENCE AS A PART OF GENERAL EDUCATION, AND (4) THE RELATIONSHIP OF THE SCIENTIFIC ENDEAVOR TO MANKIND. REPORTS AND SHORT ADDRESSES FROM DISCUSSION GROUPS INCLUDE (1) SCIENCE IN GENERAL EDUCATION, (2) SCIENCE FOR ELEMENTARY TEACHERS, AND (3) PREPARATION OF COLLEGE MAJORS IN THE SCIENCES. (RS)

ED 010 768 SE 000 059

THE STATUS OF SCIENCE IN THE PUBLIC SCHOOLS OF IOWA. PART III, SENIOR HIGH SCHOOLS.

By- PORTER, T.R. AND OTHERS

IOWA UNIV., IOWA CITY

REPORT NUMBER 0660-339PD PUB DATE 66

IOWA STATE DEPT. PUBLIC INSTR., DES MOINES

EDRS PRICE MF-$0.09 HC-$2.16 54P.

DESCRIPTORS- *COURSE CONTENT, *EVALUATION, *SECONDARY SCHOOL SCIENCE, BIOLOGICAL SCIENCE CURRICULUM STUDY, BIOLOGY, CHEMICAL BOND APPROACH, CHEMICAL EDUCATIONAL MATERIALS STUDY, CHEMISTRY, CURRICULUM DEVELPMENT, DES MOINES, EARTH SCIENCE, GENERAL SCIENCE, INSERVICE TEACHER EDUCATION, IOWA CITY, PHYSICAL SCIENCE STUDY COMMITTEE, PHYSICS, TEACHER QUALIFICATIONS, TEACHING PROCEDURES,

INFORMATION WAS COLLECTED BY QUESTIONNAIRE FROM SUPERVISORS AND SCIENCE TEACHERS IN 51 SCHOOLS THROUGHOUT IOWA TO DETERMINE THE STATUS OF SCIENCE PROGRAMS IN IOWA SENIOR HIGH SCHOOLS. EQUAL NUMBERS OF SMALL-, MEDIUM-, AND LARGE-SIZED SCHOOLS WERE SELECTED. DATA COLLECTED AND ANALYZED INCLUDED (1) THE AVAILABILITY OF EQUIPMENT,

SUPPLIES, BOOKS, AND VISUAL AIDS, (2) CURRICULUM DEVELOPMENT ACTIVITIES, (3) PRESENCE OF SCIENCE CONSULTANTS AND INSERVICE TRAINING PROGRAMS, (4) CLASSROOM TEACHING PRACTICES IN USE, (5) TEACHER QUALIFICATIONS, (6) COURSES OFFERED, AND (7) INDIVIDUAL COURSE CONTENT. SIMILAR REPORTS HAVE BEEN RELEASED ON THE STATUS OF SCIENCE IN THE ELEMENTARY SCHOOLS AND IN THE JUNIOR HIGH SCHOOLS OF IOWA. (RS)

ED 010 769 SE 000 060

THE STATUS OF SCIENCE IN THE PUBLIC SCHOOLS OF IOWA. PART II, JUNIOR HIGH SCHOOL.
BY- PORTER, T.R. AND OTHERS
IOWA UNIV., IOWA CITY
REPORT NUMBER 1660-87DPE PUB DATE 65
IOWA STATE DEPT. PUBLIC INSTR., DES MOINES
EDRS PRICE MF-$0.09 HC-$1.72 43P.

DESCRIPTORS- *COURSE CONTENT, *CURRICULUM DEVELOPMENT, *EVALUATION, *SECONDARY SCHOOL SCIENCE, BIOLOGY, DES MOINES, GENERAL SCIENCE, GRADE 7, GRADE 8, GRADE 9, INSERVICE TEACHER EDUCATION, IOWA CITY, PHYSICAL SCIENCES, TEACHER QUALIFICATIONS, TEACHING PROCEDURES,

INFORMATION WAS COLLECTED BY QUESTIONNAIRE FROM SCIENCE SUPERVISORS AND SCIENCE TEACHERS IN 51 SCHOOLS THROUGHOUT IOWA TO DETERMINE THE STATUS OF SCIENCE PROGRAMS IN IOWA JUNIOR HIGH SCHOOLS. EQUAL NUMBERS OF SMALL-, MEDIUM-, AND LARGE-SIZED SCHOOLS WERE SELECTED. DATA COLLECTED AND ANALYZED INCLUDED (1) THE AVAILABILITY OF EQUIPMENT, SUPPLIES, BOOKS, AND VISUAL AIDS, (2) CURRICULUM DEVELOPMENT ACTIVITIES, (3) PRESENCE OF SCIENCE SUPERVISORS AND INSERVICE TRAINING PROGRAMS, (4) CLASSROOM TEACHING PRACTICES IN USE, (5) TEACHER QUALIFICATIONS, AND (6) COURSE CONTENT. SIMILAR REPORTS HAVE BEEN RELEASED ON THE STATUS OF SCIENCE IN THE ELEMENTARY SCHOOLS AND IN THE SENIOR HIGH SCHOOLS IN IOWA. (RS)

ED 010 770 SE 000 061

THE STATUS OF SCIENCE IN THE PUBLIC SCHOOLS OF IOWA. PART I, ELEMENTARY SCHOOL.
BY- PORTER, T.R. AND OTHERS
IOWA UNIV., IOWA CITY
REPORT NUMBER 12640-1110IRP PUB DATE 64
IOWA STATE DEPT. PUBLIC INSTR., DES MOINES
EDRS PRICE MF-$0.09 HC-$1.48 37P.

DESCRIPTORS- *COURSE CONTENT, *CURRICULUM DEVELOPMENT, *ELEMENTARY SCHOOL SCIENCE, *EVALUATION, DES MOINES, INSERVICE TEACHER EDUCATION, IOWA CITY, TEACHER QUALIFICATIONS, TEACHING PROCEDURES,

INFORMATION WAS COLLECTED BY QUESTIONNAIRE FROM SUPERVISORS AND SCIENCE TEACHERS IN 51 SCHOOLS THROUGHOUT IOWA TO DETERMINE THE STATUS OF SCIENCE PROGRAMS IN IOWA ELEMENTARY SCHOOLS. EQUAL NUMBERS OF SMALL-, MEDIUM-, AND LARGE-SIZED SCHOOLS WERE SELECTED. DATA COLLECTED AND ANALYZED INCLUDED (1) THE AVAILABILITY OF EQUIPMENT, SUPPLIES, BOOKS, AND VISUAL AIDS, (2) CURRICULUM DEVELOPMENT ACTIVITIES, (3) PRESENCE OF SCIENCE SUPERVISORS AND INSERVICE TRAINING PROGRAMS, (4) CLASSROOM TEACHING PRACTICES IN USE, (5) TEACHER QUALIFICATIONS, AND (6) COURSE CONTENT. SIMILAR REPORTS HAVE BEEN RELEASED ON THE STATUS OF SCIENCE IN THE JUNIOR HIGH SCHOOLS AND SENIOR HIGH SCHOOLS OF IOWA. (RS)

ED 010 771 SP 000 075

TEACHER EDUCATION GRADUATES OF 1954--THEIR CAREERS TEN YEARS AFTER GRADUATION.
BY- IMPELLITTERI, JOSEPH T.
CITY UNIV. OF NEW YORK, DIV. OF TEACHER EDUCATION
PUB DATE MAY 65
EDRS PRICE MF-$0.09 HC-$1.64 41P.

DESCRIPTORS- *RETENTION STUDIES, *TEACHER RECRUITMENT, *TEACHER SHORTAGE, *TEACHERS, NEW YORK CITY,

TO IDENTIFY FACTORS RELATED TO PERSISTENCE IN TEACHING, THE FOURTH OF A SERIES OF LONGITUDINAL QUESTIONNAIRE STUDIES OF CUNY GRADUATES COMPARED 169 MEN AND WOMEN WHO CONTINUED TO TEACH TO (1) 117 WHO TAUGHT, LEFT, AND RETURNED, AND (2) 338 WHO TAUGHT, THEN LEFT THE PROFESSION. GREATER PERSISTENCE IN TEACHING WAS FOUND AMONG MEN RATHER THAN WOMEN, OLDER RATHER THAN YOUNGER PERSONS, UNMARRIED RATHER THAN MARRIED WOMEN, SECONDARY SCHOOL RATHER THAN ELEMENTARY SCHOOL TEACHERS, THOSE MORE SATISFIED WITH THEIR TEACHING EXPERIENCES, AND AMONG WOMEN WHOSE HUSBANDS EARN LESS THAN $10,000 A YEAR. (PP)

ED 010 772 SP 000 369

A STUDY OF SUPPLY AND DEMAND FOR NEW YORK TEACHERS OF HOME ECONOMICS, WITH IMPLICATIONS FOR TEACHER PREPARATION.
NEW YORK STATE EDUCATION DEPARTMENT, ALBANY
PUB DATE FEB 65
EDRS PRICE MF-$0.09 HC-$1.36 34P.

DESCRIPTORS- *HOME ECONOMICS EDUCATION, *TEACHER EDUCATION, *TEACHER SUPPLY AND DEMAND, ALBANY,

SUPPLY AND DEMAND DATA ON SECONDARY SCHOOL HOME ECONOMICS TEACHERS IN NEW YORK STATE WERE FURNISHED BY QUESTIONNAIRE RESPONSES FROM 82 PERCENT OF 703 SCHOOL ADMINISTRATORS. FIVE HUNDRED REPLACEMENT TEACHERS AND 497 NEW TEACHERS WILL BE NEEDED DURING THE PERIOD 1964-68. CERTIFICATION STATUS AND EDUCATIONAL BACKGROUND INFORMATION WAS FURNISHED BY QUESTIONNAIRE RESPONSES FROM 80 PERCENT OF 1,964 HOME ECONOMICS TEACHERS. ONE-HALF HELD PERMANENT CERTIFICATES, ONE-THIRD HELD PROVISIONAL CERTIFICATES, WHILE THE REMAINING ONE-SIXTH WERE NOT CERTIFIED (HALF OF THEM BECAUSE DEGREES WERE EARNED OUT OF STATE). A LACK OF ACCESSIBLE, LOW TUITION PROGRAMS IN HOME ECONOMICS WAS CITED. IF THE SHORTAGE IS NOT TO BECOME GREAT, MORE HOME ECONOMICS PROGRAMS MUST BE SET UP. (LC)

ED 010 773 SP 000 554

PENSIONS FOR TEACHERS, A PRACTICAL HANDBOOK ON PENSIONS AND RELATED SUBJECTS FOR TEACHERS IN PUBLIC SCHOOLS AND MUNICIPAL COLLEGES OF THE CITY OF NEW YORK.
BY- GOLDMAN, LOUIS A. AND OTHERS
UNITED FEDERATION OF TEACHERS, NEW YORK, N.Y.
PUB DATE 64
EDRS PRICE MF-$0.27 HC-$6.12 153P.

DESCRIPTORS- *PERSONNEL POLICY, *PUBLIC SCHOOL TEACHERS, *TEACHERS, *TEACHING CONDITIONS, *WELFARE, NEW YORK CITY, UNIONS,

THIS COMPREHENSIVE HANDBOOK EXPLAINS THE MAJOR BENEFITS PROVIDED BY THE NEW YORK CITY TEACHERS' RETIREMENT SYSTEM. PROCEDURES ARE GIVEN FOR CALCULATING RETIREMENT ALLOWANCES UNDER THE VARIOUS PLANS AVAILABLE AND DEATH BENEFITS EITHER BEFORE OR AFTER RETIREMENT. SOCIAL SECURITY PROVISIONS, TAXES ON RETIREMENT INCOME, LOAN PRIVILEGES, WORK AFTER RETIREMENT, AND PERTINENT COURT DECISIONS AND THEIR IMPLICATIONS FOR PENSION MATTERS ARE DISCUSSED. THIS HANDBOOK IS ALSO AVAILABLE FROM THE UNITED FEDERATION OF TEACHERS, LOCAL 2, 300 PARK AVENUE SOUTH, NEW YORK CITY. (HF)

ED 010 774 SP 000 630

A SURVEY OF PERSONNEL WELFARE PROVISIONS FOR PUBLIC SCHOOL TEACHERS...IN PUBLIC SCHOOL SYSTEMS ENROLLING 6,000 OR MORE PUPILS.
BY- BURTON, DONALD B.
AMERICAN FEDERATION OF TEACHERS, CHICAGO, ILL.
REPORT NUMBER 66 PUB DATE MAR 66
EDRS PRICE MF-$0.09 HC-$0.96 24P.

DESCRIPTORS- *PERSONNEL POLICY, *TEACHERS, *TEACHING CONDITIONS, *WELFARE, CHICAGO, PUBLIC SCHOOL TEACHERS, UNIONS,

TO PROVIDE TEACHERS WITH INFORMATION FOR USE IN NEGOTIATION WITH BOARDS OF EDUCATION, DATA ON FRINGE BENEFITS AND WORKING CONDITIONS FROM 415 OF THE 600 SCHOOL DISTRICTS IN 48 STATES THAT ENROLL AT LEAST 6,000 PUPILS ARE PRESENTED. FRINGE BENEFIT INFORMATION COVERS SICK LEAVE, PERSONAL OR EMERGENCY LEAVE, SABBATICAL LEAVE, SEVERANCE OR TERMINAL PAY, AND INSURANCE PROGRAMS. WORKING CONDITIONS DISCUSSED INCLUDE DUTY-FREE LUNCH PERIODS, TEACHER AIDES, LENGTH OF SCHOOL YEAR AND SCHOOL DAY, AND ASSIGNED HOURS PER TEACHER PER DAY. AMONG THE MAJOR FINDINGS WERE (1) 60 PERCENT OF THE SCHOOL SYSTEMS ALLOW 10 DAYS OF SICK LEAVE PER YEAR, AND 15 PERCENT ALLOW 15 DAYS, (2) 58 PERCENT PROVIDE A FULLY PAID PERSONAL OR EMERGENCY LEAVE, (3) 70 PERCENT OF THE EARNED SABBATICALS WERE NEVER GRANTED IN THE 219 SCHOOL SYSTEMS THAT PROVIDE FOR PAID SABBATICALS, (4) ABOUT 10 PERCENT OF THE SCHOOL DISTRICTS HAVE PROVISIONS FOR SEVERANCE PAY, (5) 42 PERCENT OFFER HOSPITAL INSURANCE, AND (6) 59 PERCENT OF THE ELEMENTARY SCHOOLS, 65 PERCENT OF THE JUNIOR HIGH SCHOOLS, AND 67 PERCENT OF THE SENIOR HIGH SCHOOLS HAVE A 30-MINUTE, DUTY-FREE LUNCH PERIOD, (7) 41 PERCENT OF THE SCHOOL SYSTEMS HAVE SOME TEACHER AIDE PROGRAM, AND (8) 190 DAYS OF TEACHER ATTENDANCE IS GENERALLY CONTRACTED FOR. (LC)

ED 010 775

OPERATION P.R.I.M.A. - RECLAIM.
BY- GREENSTEIN, RAYMOND TIRADO, MOISES
NEW YORK CITY BOARD OF EDUCATION, BROOKLYN, N.Y.
EDRS PRICE MF-$0.09 HC-$0.28 7P.

DESCRIPTORS- *MINORITY GROUP TEACHERS, *PRESERVICE EDUCATION, *TEACHER RECRUITMENT, NEW YORK CITY, PUERTO RICAN,

THIS PROJECT RECRUITED TEACHERS OF PUERTO RICAN EXTRACTION IN ORDER TO IMPROVE THE ETHNIC COMPOSITION OF SCHOOL STAFFS, TO PROVIDE NEW INSIGHTS AND APPROACHES TO EDUCATIONAL PROBLEMS, AND TO GIVE PUERTO RICAN CHILDREN THE BENEFIT OF ASSOCIATION WITH TEACHERS OF SIMILAR BACKGROUND. THREE HUNDRED APPLICANTS RESPONDED TO AN INITIAL RECRUITMENT CAMPAIGN, HANDLED THROUGH NEWSPAPERS, 1/2-HOUR PROGRAMS ON SPANISH LANGUAGE RADIO AND TV, AND REPRESENTATIVES OF PUERTO RICAN COMMUNITY AGENCIES. THOSE WHO LACKED A BACCALAUREATE DEGREE WERE IN MANY CASES PLACED AS SCHOOL SECRETARIES, PAROCHIAL SCHOOL TEACHERS, AND COMMUNITY DAY CENTER WORKERS. THE CENTER FOR URBAN EDUCATION (CUE), A REGIONAL EDUCATIONAL LABORATORY, PROVIDED FUNDS TO ENABLE DEGREE HOLDERS WITH INADEQUATE ENGLISH TO STUDY SPEECH AND COMPOSITION AT LONG ISLAND UNIVERSITY. CUE AND THE BOARD OF EDUCATION JOINED IN UNDERWRITING TUITION AT FOUR UNIVERSITIES FOR CANDIDATES LACKING SPECIFIC EDUCATION COURSES. OF THE 108 ELIGIBLE APPLICANTS, 69 BECAME ACTIVE PARTICIPANTS. NINE ARE TEACHING, AND THE OTHERS ARE AT VARIOUS STAGES OF PREPARATION, HELPED BY COUNSELING BY THE P.R.I.M.A. STAFF. (PP)

ED 010 776

BOSTON SCHOOL COMMITTEE, OFFICE OF PROGRAM DEVELOPMENT PROGRESS REPORT, MARCH 1965 TO MAY 1966.
BOSTON PUBLIC SCHOOLS, MASS.
PUB DATE MAY 66
EDRS PRICE MF-$0.09 HC-$2.16 54P.

DESCRIPTORS- *EDUCATIONAL PLANNING, *EDUCATIONAL PROGRAMS, *URBAN SCHOOLS, BOSTON, CURRICULUM DEVELOPMENT, EXPERIMENTAL PROGRAMS, PERSONNEL, SCHOOL SYSTEMS, SUMMER PROGRAMS,

THE PROGRESS IN DEVELOPING PROGRAMS TO STIMULATE AND COORDINATE EDUCATIONAL INNOVATION AND EXPERIMENTATION WITHIN THE SCHOOL SYSTEM IS REPORTED. DESCRIBED ARE (1) CHANGES IN THE ORGANIZATION OF THE OFFICE OF PROGRAM DEVELOPMENT, (2) INDIVIDUAL EXPERIMENTAL PROGRAMS IN SPECIFIC CURRICULUMS, (3) MODEL DEMONSTRATION SUBSYSTEM PROGRAMS (EXPERIMENTAL SCHOOLS FROM PREKINDERGARTEN THROUGH HIGH SCHOOL), (4) THE PREPARATION AND IMPLEMENTATION OF PROGRAMS UNDER THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, AND (5) PLANS FOR THE HARVARD-BOSTON AND SUBSYSTEM SUMMER PROGRAMS TO BEGIN IN JUNE 1966. (JL)

ED 010 777 UD 002 253

SUMMARY OF THE PROCEEDINGS OF THE WORKING CONFERENCE ON LANGUAGE DEVELOPMENT IN DISADVANTAGED CHILDREN (1ST, OCTOBER 20-22, 1965).
BY- GUSSOW, JOAN BAILEY, BERYL L.
YESHIVA UNIV., NEW YORK, N.Y., GRAD. SCH. OF EDUC.
PUB DATE OCT 65
EDRS PRICE MF-$0.09 HC-$0.84 21P.

DESCRIPTORS- *DISADVANTAGED YOUTH, *LANGUAGE DEVELOPMENT, CONFERENCES, LANGUAGE RESEARCH, LINGUISTICS, NEW YORK CITY, SCHOOL ROLE, SOCIAL INFLUENCES, SPEECH HABITS,

THE PARTICIPANTS IN THE CONFERENCE ON LANGUAGE DEVELOPMENT IN DISADVANTAGED CHILDREN AGREED THAT THE BASIC LANGUAGE GOAL FOR DISADVANTAGED CHILDREN SHOULD BE LITERACY IN STANDARD ENGLISH SO THAT THEY WILL BECOME EMPLOYABLE. THEY ALSO FELT THAT ATTENTION SHOULD BE GIVEN TO HOW LIMITED LANGUAGE USAGE CONSTRAINS THE CHILDREN'S INTELLECTUAL DEVELOPMENT AND SOCIAL MOBILITY. PRIORITIES SHOULD BE ESTABLISHED IN THE ANALYTIC AND DESCRIPTIVE RESEARCH OF THE FORM AND FUNCTION OF LANGUAGE AMONG THESE CHILDREN, IN THE MODELS FOR THE ROLES AND THE RANGE OF SPEECH PATTERNS OFFERED BY THE COMMUNITY (HOME, SCHOOL, AND NEIGHBORHOOD), AND IN THE

PROPER PLACE FOR CHANGE (IN THE CHILD, SCHOOL, OR SOCIETY). A DESCRIPTIVE LIST OF ESSENTIAL AREAS FOR RESEARCH WAS PROPOSED, INCLUDING (1) STUDIES OF THE DEVELOPMENT OF LANGUAGE AND ITS RELATIONSHIP TO COGNITIVE PROCESSES AND THE LEARNING FUNCTION, (2) INVESTIGATIONS OF ATTITUDES TOWARD DIALECT AND BILINGUALISM, (3) STUDIES OF THE MOTIVES AND PROCEDURES FOR CHANGE, AND (4) EVALUATIONS OF THE RELEVANCE OF THE RELIANCE UPON LANGUAGE IN THE SCHOOL CURRICULUMS. (JL)

ED 010 778 UD 002 256

A BETTER CHANCE, ABC REPORT 1965.

By- TUTTLE, MARY E. MITMAN, BETTY A.
MOUNT HOLYOKE COLL., SOUTH HADLEY, MASS.

PUB DATE 65

EDRS PRICE MF-$0.18 HC-$5.04 126P.

DESCRIPTORS- *CULTURALLY DISADVANTAGED, *ENRICHMENT PROGRAMS, *FEMALES, *PRIVATE SCHOOLS, COLLEGE PREPARATION, ENGLISH CURRICULUM, HIGH SCHOOL STUDENTS, INDEPENDENT SCHOOLS TALENT SEARCH PROGRAM, MATHEMATICS CURRICULUM, PHYSICAL EDUCATION, READING PROGRAMS, SCHOLARSHIPS, SOUTH HADLEY, SUMMER PROGRAMS, TUTORING,

AN 8-WEEK SUMMER PROGRAM TO PROVIDE A TRANSITIONAL EXPERIENCE FOR 69 GIFTED CULTURALLY DISADVANTAGED GIRLS (GRADES 8 TO 11) WHO WERE GIVEN CONDITIONAL SCHOLARSHIPS TO INDEPENDENT HIGH SCHOOLS CONSISTED OF INTENSIVE TUTORING IN ENGLISH, READING, AND MATHEMATICS. A PROFESSIONAL TEACHING STAFF WAS ASSISTED BY UNDERGRADUATE RESIDENT TUTORS, WHO ACTED AS COUNSELORS AS WELL. ENGLISH AND READING CURRICULUMS WERE COMPLEMENTARY, WITH MUCH OVERLAPPING MATERIAL, AND INCLUDED LITERARY ANALYSIS, COMPOSITION, VOCABULARY BUILDING, COMPREHENSION, AND STUDY SKILLS, BASIC REMEDIAL WORK WAS NECESSARY TO TEACH THE GIRLS NOTETAKING AND TO LENGTHEN THEIR ATTENTION SPAN. THE MATHEMATICS CURRICULUMS WERE DIVIDED INTO ALGEBRA AND PREALGEBRA COURSES, WITH GIRLS GROUPED ACCORDING TO PERFORMANCE ON DIAGNOSTIC AND READING TESTS. STUDENT PROGRESS WAS EVALUATED BY THE FACULTY, BUT NO GRADES WERE GIVEN. A REGULAR PROGRAM OF ATHLETIC, CULTURAL, AND SOCIAL EVENTS ALSO WAS SCHEDULED. OF THE 69 GIRLS WHO FINISHED THE PROGRAM, 63 ENTERED THE INDEPENDENT HIGH SCHOOLS. (NC)

ED 010 779

PROJECT 13.

By- ANDERSON, CLARA M.
MINNEAPOLIS PUBLIC SCHOOLS, MINN.

PUB DATE 66

EDRS PRICE MF-$0.09 HC-$0.52 13P.

DESCRIPTORS- *COUNSELING PROGRAMS, *DROPOUTS, *UNEMPLOYED, *VOCATIONAL COUNSELING, DISADVANTAGED YOUTH, HIGH SCHOOL GRADUATES, MINNEAPOLIS,

A PROGRAM IN LOW-INCOME AREAS IN MINNEAPOLIS PROVIDED THE SERVICES OF HIGH SCHOOL COUNSELORS TO GRADUATES AND DROPOUTS BY (1) OFFERING VOCATIONAL GUIDANCE TO UNEMPLOYED GRADUATES AND ACTIVELY ASSISTING IN JOB PLACEMENT, (2) ENCOURAGING THE RETURN OF DROPOUTS TO SCHOOL AND ASSISTING IN THEIR READJUSTMENT TO ACADEMIC LIFE, (3) ORGANIZING DATA ON CLIENTS FOR USE IN CURRENT AND FUTURE STUDIES, INCLUDING CURRICULUM REFORMS, AND (4) ORGANIZING A SEPARATE SUMMER PROGRAM TO INDUCE DROPOUTS TO RESUME SCHOOLING. RESPONSE TO THE PROGRAM WAS ENCOURAGING, WITH THE COUNSELORS MAKING NEARLY 3,000 INDIVIDUAL CONTACTS IN THE INITIAL 6-MONTH PERIOD. (NC)

ED 010 780 UD 002 265

PROPOSAL TO STUDY THE PROCESS OF REDEVELOPMENT IN SEVERAL GROUPS OF DEPRIVED EARLY ADOLESCENTS IN BOTH RESIDENTIAL AND NON-RESIDENTIAL SETTINGS.

By- FEUERSTEIN, REUVEN HAMBURGER, MARTIN
YOUTH ALIYA, JERUSALEM,(ISRAEL)

PUB DATE NOV 65

EDRS PRICE MF-$0.09 HC-$1.44 36P.

DESCRIPTORS- *ADOLESCENTS, *CULTURALLY DISADVANTAGED, *ENRICHMENT PROGRAMS, COGNITIVE DEVELOPMENT, DAY CARE SERVICES, FOREIGN COUNTRIES, JERUSALEM, PERSONNEL,

THE REDEVELOPMENT AND ENRICHMENT PROCEDURES USED TO INDUCE CHANGES IN THE LEARNING PROCESS OF ADOLESCENTS (AGES 12-15) WILL BE EVALUATED. THE EXTENT OF MODIFICATION AND THE BEST ENVIRONMENT FOR CHANGE ARE SECONDARY INTERESTS. INSTRUMENTAL ENRICHMENT, A CONSCIOUS RELEARNING OF LEARNING SETS, IS THE PROPOSED TECHNIQUE FOR ACHIEVING COGNITIVE REDEVELOPMENT. SOME DEGREE OF INDUCED REGRESSION WILL ACCOMPANY THIS METHOD TO ALLOW GRADUAL, NONTHREATENING LEARNING. TWO GROUPS WILL BE FORMED, EACH GROUP CONSISTING OF SUBGROUPS DIVIDED BY THE VARIABLES, "DEEPLY DEPRIVED" AND "SIGNIFICANTLY DEPRIVED." GROUP "A" WILL HAVE 150 STUDENTS LIVING IN A YOUTH VILLIAGE. GROUP "B" WILL HAVE 120 STUDENTS ATTENDING A DAY CENTER. IT IS HYPOTHESIZED THAT THE RESIDENTIAL SETTING WILL BE MORE EFFECTIVE IN RECONSTRUCTING THE IMPORTANT LIFE STAGES DURING WHICH THE COGNITIVE PROCESSES DISTORTED BY CULTURAL DEPRIVATION CAN BE RELEARNED. BOTH GROUPS WILL BE DIVIDED EQUALLY BY SEX AND PROPORTIONALLY BY THE AMOUNT OF INSTRUCTIONAL ENRICHMENT RECEIVED (ALL OR NONE). EACH GROUP WILL PARTICIPATE IN THE PROJECT FOR 2 YEARS AND WILL BE EVALUATED 2 YEARS AFTER THE PROGRAM'S COMPLETION. (NC)

ED 010 781 UD 002 758

CROSS-CULTURAL APPROACHES TO BEHAVIOR AND LEARNING.

By- HAUBRICH, VERNON F.

PUB DATE 4 AUG 65

EDRS PRICE MF-$0.09 HC-$0.52 13P.

DESCRIPTORS- *CULTURAL DIFFERENCES, *CULTURALLY DISADVANTAGED, *TEACHER ATTITUDES, CULTURAL AWARENESS, PARENT PARTICIPATION, SOCIAL DIFFERENCES, STUDENT CHARACTERISTICS, TEACHER IMPROVEMENT,

THE TEACHER AND THE SCHOOL SYSTEM SERVE AS THE KEY MEDIATORS IN THE ACCULTURATION OF STUDENTS FROM DEVIANT SUBCULTURES. HOWEVER, THE TEACHER'S COMMITMENT TO THE ETHICS OF WORK AND COMPETITION, HER FUTURE-ORIENTED VALUE SYSTEM, AND HER CONCEPT OF A FATHER-DOMINATED NUCLEAR FAMILY STRUCTURE TEND TO ALIENATE HER FROM HER STUDENTS. AS A RESULT, MANY INDIAN AND EAST HARLEM CHILDREN, WHOSE CULTURE IS DIFFERENT FROM HERS, MAY NEVER ACQUIRE THE TOOLS FOR FULL ACCULTURATION. ALIENATION BETWEEN STUDENT AND TEACHER IS FURTHER REINFORCED BY THE CHILD'S CONCEPT OF THE TEACHER AS A SUCCESS IN A HOSTILE CULTURE AND BY THE TEACHER'S MATERIALISTIC MOTIVATION FOR CHOOSING HER PROFESSION.

MOREOVER, THE EDUCATOR'S OPPORTUNITY FOR PERSONAL, INDIVIDUAL EVALUATION OF STUDENTS IS OFTEN LIMITED BY ADMINISTRATIVE PROSCRIPTIONS. SEVERAL IMPORTANT STEPS IN TEACHER EDUCATION CAN ASSURE A MORE SUCCESSFUL CULTURAL BRIDGE BETWEEN STUDENT AND SCHOOL PERSONNEL. THE STAFF SHOULD UNDERSTAND AND ACCEPT THE PRESENCE OF ALIEN SUBCULTURES IN THEIR SCHOOL AND INITIATE MEASURES FOR PARENT COOPERATION AND STUDENT PARTICIPATION IN PROGRAMS FOR DEVELOPING SKILLS AND RAISING THE ASPIRATION LEVEL. TEACHERS SHOULD ALSO EXHIBIT FLEXIBILITY IN RECOGNIZING AND REWARDING EVIDENCES OF NONVERBAL ACHIEVEMENT. (NC)

ED 010 782 UD 002 759

THE EFFECT OF TEACHER BEHAVIOR ON VERBAL INTELLIGENCE IN OPERATION HEADSTART CHILDREN.

BY- CONNERS, C. KEITH EISENBERG, LEON
JOHN HOPKINS UNIV., BALTIMORE, MD., SCHOOL OF MED.

PUB DATE 66

EDRS PRICE MF-$0.09 HC-$1.04 26P.

DESCRIPTORS- *DISADVANTAGED YOUTH, *INTELLECTUAL DEVELOPMENT, *TEACHING METHODS, *VERBAL DEVELOPMENT, BALTIMORE, CULTURALLY DISADVANTAGED, HEADSTART, INTELLECTUAL EXPERIENCE, INTELLIGENCE QUOTIENT, TEACHER CHARACTERISTICS,

CLASSROOM OBSERVATIONS OF 38 HEADSTART TEACHERS, TAKEN ON FOUR OCCASIONS BY FOUR DIFFERENT OBSERVERS, WERE SCORED FOR SUCH CONTENT CHARACTERISTICS AS (1) AMOUNT AND KIND OF COMMUNICATION WITH THE CHILDREN, (2) STRESS ON OBEDIENCE OR INTELLECTUAL VALUES, AND (3) PHYSICAL-MOTOR SKILLS. THESE SCORES WERE COMPARED WITH THE CHILDREN'S INTELLECTUAL GROWTH DURING THE 6-WEEK PROGRAM AS MEASURED BY THE PEABODY PICTURE VOCABULARY TEST. CHILDREN WERE FOUND TO RESPOND POSITIVELY TO TEACHERS WHO CONCENTRATED ON INTELLECTUAL ACTIVITIES, BUT SHOWED LITTLE VERBAL GROWTH IN CLASSROOMS WHERE TEACHERS STRESSED "MATERIALS AND PROPERTY." WHEN THERE WERE MANY TEACHER COMMUNICATIONS, IQ INCREASED, ALTHOUGH THOSE COMMUNICATIONS THAT WERE CORRECTIONS AND OBEDIENCE DIRECTIVES PRODUCED A SMALLER INCREASE. TEACHERS WHO WERE SCORED AS "WARM, ACTIVE, VARIED, AND FLEXIBLE" ALSO CONTRIBUTED TO IQ DEVELOPMENT. THE RESULTS SUGGEST THAT WHEN CHILDREN ARE REWARDED BY A WARM TEACHER RESPONSE THEY ADOPT THE TEACHER'S VALUES. (NC)

ED 010 783 UD 002 760

DEVELOPING NEW YORK CITY'S HUMAN RESOURCES, VOLUME 1, JUNE, 1966.

BY- SVIRIDOFF, MITCHELL AND OTHERS
INSTITUTE OF PUBLIC ADMINISTRATION, NEW YORK, N.Y.

PUB DATE JUN 66

EDRS PRICE MF-$0.09 HC-$2.00 50P.

DESCRIPTORS- *COMMUNITY DEVELOPMENT, *ECONOMICALLY DISADVANTAGED, *HUMAN RESOURCES, ADMINISTRATIVE AGENCIES, ADMINISTRATIVE ORGANIZATION, CAREER OPPORTUNITIES, CHILD DEVELOPMENT, CITY GOVERNMENT, EDUCATIONAL PROGRAMS, EMPLOYMENT PROGRAMS, GOVERNMENT ROLE, HUMAN RESOURCES ADMINISTRATION, JOB TRAINING, LOW INCOME GROUPS, NEW YORK CITY, SOCIAL SERVICES, WELFARE SERVICES,

A HUMAN RESOURCES ADMINISTRATION (HRA) SHOULD BE CREATED TO PROVIDE EVERY LOW-INCOME RESIDENT WITH USEFUL EMPLOYMENT AT AN ADEQUATE INCOME, AN EDUCATION, AND AN OPPORTUNITY TO PARTICIPATE IN AND RECEIVE SERVICES FROM PROGRAMS ESTABLISHED TO HELP HIM. AN ADMINISTRATOR, RESPONSIBLE TO THE MAYOR, WOULD OVERSEE THE CREATION OF POLICY FOR THE PROGRAM AND THE COORDINATION OF THE SERVICES. WITHIN HRA, A DEPARTMENT OF COMMUNITY DEVELOPMENT WOULD COORDINATE COMMUNITY ACTION PROGRAMS. RECRUITMENT, TRAINING, AND JOB PLACEMENT ACTIVITIES WOULD BE DIRECTED BY A DEPARTMENT OF MANPOWER AND CAREER DEVELOPMENT, AND AN OFFICE OF EDUCATION LIAISON WOULD BE RESPONSIBLE FOR DEVELOPING CLOSE RELATIONSHIPS BETWEEN THE CITY ADMINISTRATION AND THE BOARDS OF EDUCATION AND HIGHER EDUCATION. THE WELFARE DEPARTMENT AND THE YOUTH BOARD WOULD REMAIN AS THEY ARE PRESENTLY ORGANIZED. TO CARRY OUT THIS PROGRAM EFFECTIVELY, A PROGRAM-PLANNING-BUDGET SYSTEM SHOULD BE ESTABLISHED TO COORDINATE THE BUDGETING WITH THE GOALS OF THE PROGRAM. IN ADDITION, HRA SHOULD ADMINISTER THE HUMAN RESOURCES ASPECTS OF A DEMONSTRATION CITIES PROGRAM WHEN FUNDS BECOME AVAILABLE. (JL)

ED 010 784 UD 002 761

THE EDUCATION OF MINORITY GROUP CHILDREN IN THE NEW YORK CITY PUBLIC SCHOOLS, 1965.

BY- HARLEM PARENTS COMMITTEE

PUB DATE 66

EDRS PRICE MF-$0.09 HC-$1.52 38P.

DESCRIPTORS- *EDUCATIONAL PROGRAMS, *MINORITY GROUPS, *SCHOOL INTEGRATION, *SCHOOL SEGREGATION, EDUCATIONAL PARKS, NEGRO YOUTH, NEIGHBORHOOD SCHOOLS, NEW YORK CITY, PARENT TEACHER COOPERATION, PUBLIC SCHOOLS, PUERTO RICAN YOUTH, SCHOOL CONSTRUCTION, SCHOOL LOCATION, SCHOOL SYSTEMS, SCHOOL ZONING, TRANSFER POLICY,

IN REVIEWING THE PROGRESS REPORT OF THE BOARD OF EDUCATION COMMISSION ON SCHOOL INTEGRATION, THE HARLEM PARENTS COMMITTEE, WHICH FEELS THAT A RACIALLY INTEGRATED SCHOOL IS NECESSARY FOR QUALITY EDUCATION, FINDS THAT THE COMMISSION'S RECOMMENDATIONS HAVE NOT BEEN CARRIED OUT ADEQUATELY. THE BOARD'S PROGRAMS TO DEVELOP QUALITY EDUCATION ARE STILL INADEQUATE BECAUSE THE PROPORTIONAL INCREASE OF SEGREGATION IN THE SCHOOLS IS GREATER THAN THE RISE IN THE NUMBER OF MINORITY GROUP STUDENTS. IN ADDITION, THE CONTINUING MAINTENANCE OF THE NEIGHBORHOOD SCHOOL SYSTEM AND THE PESSIMISTIC ATTITUDE OF THE STAFF IN MANY SCHOOLS HAVE BEEN FURTHER IMPEDIMENTS TO INTEGRATION. MOREOVER, THE BOARD'S OPEN ENROLLMENT AND FREE TRANSFER PLANS SUFFER FROM POOR PARENT-FACULTY ORIENTATION. THE FREE CHOICE POLICY IS LIMITED BY THE NUMBER OF AVAILABLE OPENINGS, PLACES THE BURDEN OF TRAVEL AND ADJUSTMENT ON THE DISADVANTAGED CHILD, ASSUMES PARENTS ARE QUALIFIED TO MAKE SUCH AN EDUCATIONAL DECISION, AND MAINTAINS THE PRESENTLY SEGREGATED SCHOOLS. ZONING AND CONSTRUCTION PLANS STILL FAVOR NEIGHBORHOOD SCHOOL AND LIMIT INTEGRATION AND OPEN ENROLLMENT OPPORTUNITIES. SOME ORGANIZATIONAL AND CURRICULUM PROGRAMS WHICH HAVE BEEN SUCCESSFUL, EVEN IN THEIR PRESENTLY LIMITED APPLICATIONS, ARE SPECIAL SERVICE SCHOOLS, ALL-DAY NEIGHBORHOOD SCHOOLS, AND "MORE EFFECTIVE SCHOOLS." THIS REPORT IS ALSO AVAILABLE FROM THE HARLEM PARENTS COMMITTEE, LINCOLN STATION, POST OFFICE BOX 164, NEW YORK CITY, 10037. (NC)

ED 010 785 VT 000 000

IMPLEMENTING THE VOCATIONAL EDUCATION ACT OF 1963, CENTRAL STATES SEMINAR IN AGRICULTURAL EDUCATION (CHICAGO, MARCH 14-17, 1966).

BY- WEILER, WARREN AND OTHERS

PUB DATE MAR 66

EDRS PRICE MF-$0.18 HC-$3.20 82P.

DESCRIPTORS- *AGRICULTURAL EDUCATION, *SEMINARS, *SUPERVISION, *TEACHER EDUCATION, ADULT VOCATIONAL EDUCATION, CHICAGO, COOPERATIVE EDUCATION, DISADVANTAGED YOUTH, EDUCATIONAL OBJECTIVES, EMPLOYMENT OPPORTUNITIES, FARM OCCUPATIONS, INSTRUCTIONAL AIDS, OFF FARM AGRICULTURAL OCCUPATIONS, POST SECONDARY EDUCATION, PROGRAM DEVELOPMENT, SPECIAL EDUCATION, TEACHING METHODS, WORK STUDY PROGRAMS,

TEACHER EDUCATORS AND STATE SUPERVISORS FROM THE CENTRAL STATES PARTICIPATED IN A 3-DAY SEMINAR. TEXTS OF THE FOLLOWING TALKS WERE GIVEN--"NEW OPPORTUNITIES IN AGRICULTURAL EDUCATION," BY HOMER E. EDWARDS, "OBJECTIVES, GOALS, OR FUNDAMENTALS OF HIGH SCHOOL INSTRUCTIONAL PROGRAM," BY RAY AGAN, "TEACHING BASIC PRODUCTION AGRICULTURE," BY HAROLD SHOAF, "AGRICULTURAL OCCUPATIONAL OPPORTUNITIES," BY GILBERT GUILER, "AGRICULTURAL OCCUPATION EXPERIENCE PROGRAM," BY KENNETH E. JAMES, "WHO ARE THE DISADVANTAGED," BY GERALD R. FULLER, "REPORT OF PROJECT REDY," BY LLOYD J. PHIPPS, AND "LOOKING AHEAD TO PROGRAMING SPECIAL REPORTS IN VOCATIONAL AGRICULTURE FOR DISADVANTAGED YOUTH," BY CLIFFORD E. HINTON. SUMMARIES OF A SYMPOSIUM ON "A CRITICAL LOOK AT OUR VOCATIONAL AGRICULTURE PROGRAM FOR ADULTS" AND REPORTS ON PANEL DISCUSSIONS AND SPECIAL GROUP MEETINGS WERE ALSO INCLUDED. (EM)

ED 010 786 VT 000 001

THE PRESENT OCCUPATIONAL STATUS OF OKLAHOMA HIGH SCHOOL VOCATIONAL AGRICULTURE GRADUATES OVER THE PAST FIVE YEAR PERIOD FROM 1959 TO 1963.

BY- EDINGTON, EVERETT D. HILL, RONALD E.
OKLAHOMA STATE BOARD OF VOCAT. EDUC., STILLWATER

REPORT NUMBER RB-5 PUB DATE JUN 64
OKLAHOMA STATE UNIV., STILLWATER, AGRIC.-APPL.SCI.
EDRS PRICE MF-$0.09 HC-$1.40 35P.

DESCRIPTORS- *FARM OCCUPATIONS, *HIGH SCHOOL GRADUATES, *OFF FARM AGRICULTURAL OCCUPATIONS, *VOCATIONAL AGRICULTURE, *VOCATIONAL FOLLOWUP, COLLEGE ATTENDANCE, STILLWATER,

OVER A 5-YEAR PERIOD, 4,031 VOCATIONAL AGRICULTURE GRADUATES FROM 127 OF OKLAHOMA'S 383 HIGH SCHOOLS WITH A PROGRAM IN THIS AREA WERE STUDIED TO DETERMINE THE EXTENT TO WHICH THEY WERE TAKING UP FARMING AS AN OCCUPATION OR WERE ENTERING THE RAPIDLY EXPANDING FIELD OF "AGRIBUSINESS," AND TO WHAT EXTENT THESE GRADUATES WERE USING THIS VOCATIONAL AGRICULTURE TRAINING. THE NUMBER OF GRADUATES IN 1959 WAS 893, COMPARED WITH 950 IN 1963. IT WAS FOUND THAT ABOUT 18 PERCENT OF ALL THE GRADUATES WERE FARMING, ALMOST 11 PERCENT WERE IN OFF-FARM AGRICULTURAL OCCUPATIONS, AND ABOUT 12 PERCENT WERE ENROLLED IN AGRICULTURAL OCCUPATIONS. THE HIGHER THE "FUTURE FARMERS OF AMERICA" DEGREE ACHIEVED, THE GREATER CHANCE OF THE GRADUATE ENTERING FARMING AS WELL AS A POST-HIGH SCHOOL EDUCATIONAL INSTITUTION, REMAINING A STATE RESIDENT, AND BEING EMPLOYED. THE PRESENT PROGRAM APPEARS TO BE MEETING THE NEEDS OF BOTH THE 29 PERCENT WHO ARE EITHER FARMING OR IN OFF-FARM OCCUPATIONS AND THE 12 PERCENT ENROLLED IN AGRICULTURAL COLLEGES, BUT NOT THE LARGER GROUP OF STUDENTS. (EL)

ED 010 787 VT 000 007

THE EFFECTS OF PROGRAMED INSTRUCTION ON ATTITUDE AND ACHIEVEMENT.

BY- ROSENQUIST, BARBARA MILLER, MARK
ILLINOIS UNIV., CHAMPAIGN
ILLINOIS STATE BOARD OF VOC. EDUC. AND REHABIL.

PUB DATE MAR 65
EDRS PRICE MF-$0.09 HC-$2.12 53P.

DESCRIPTORS- *ELECTRONICS, *EVALUATION, *PROGRAMED INSTRUCTION, *STUDENT ATTITUDES, ACHIEVEMENT GAINS, AUTOTUTOR MARK II, CHAMPAIGN, COLLEGE STUDENTS, INDUSTRIAL EDUCATION, SPRINGFIELD, TEACHING MACHINES,

FIFTEEN COLLEGE STUDENTS ENROLLED IN TWO CLASSES (GENERAL ELECTRICITY AND INTRODUCTION TO ELECTRONIC THEORY AND PRACTICE) WERE STUDIED FOR ONE SEMESTER TO (1) EVALUATE THE EFFECTIVENESS OF USING THE AUTOTUTOR MARK II WHICH HAD BEEN PROGRAMED TO PERMIT INDIVIDUAL STUDY OF THE ABSTRACT THEORIES OF ELECTRICITY AND CURRENT APPLICATIONS IN INDUSTRY AND IN TEACHER TRAINING, AND (2) EVALUATE INITIAL LEARNER ATTITUDE TOWARD PROGRAMED INSTRUCTION AND SUBSEQUENT ATTITUDE SHIFT AS A RESULT OF CONTINUED EXPOSURE TO THIS INSTRUCTIONAL TECHNIQUE. THE STUDENTS WERE SEPARATED INTO THREE GROUPS--LECTURE-LABORATORY, PROGRAMED INSTRUCTION, AND CONTROL GROUP. THE AMOUNT AN INDIVIDUAL GAINED WAS COMPARED TO THE AMOUNT HE POSSIBLY COULD HAVE GAINED. NO SIGNIFICANT DIFFERENCE IN ACHIEVEMENT WAS NOTED IN THE THREE GROUPS AS MEASURED BY GROWTH. TABLES OF RAW DATA ARE INCLUDED. THE ATTITUDE EVALUATION STUDY OF THE PROGRAMED INSTRUCTION GROUP SHOWED A SHIFT FROM A HIGHLY POSITIVE TO A DEFINITELY NEGATIVE REACTION. THE STUDENTS WERE MOST CRITICAL OF PROGRAMED INSTRUCTION IN THE AREAS OF TEACHING SLOW LEARNERS AND QUALITY OF EXPLANATION. THE TEACHING MACHINE FAILED TO HELP THE STUDENTS BUILD DESIRABLE ATTITUDES TOWARD PROGRAMED INSTRUCTION. (PS)

ED 010 788 VT 000 010

ILLINOIS AGRICULTURAL EDUCATION CURRICULUM RESEARCH PROJECT. INTERIM REPORT, NUMBER 1.

BY- PHIPPS, LLOYD J. AND OTHERS
ILLINOIS UNIV., URBANA, COLL. OF EDUCATION

PUB DATE JUN 65
EDRS PRICE MF-$0.09 HC-$0.92 23P.

DESCRIPTORS- *AGRICULTURAL EDUCATION, *PILOT PROJECTS, ADULT FARMER EDUCATION, ADVISORY COMMITTEES, COMMUNITY SURVEYS, CURRICULUM, INNOVATION, PILOT PROGRAMS IN AGRICULTURAL EDUCATION, SCHOOL COMMUNITY COOPERATION, URBANA,

PILOT PROGRAMS WERE CONDUCTED TO DEVELOP AND TEST INNOVATIONS IN AGRICULTURAL EDUCATION THAT WOULD (1) IMPROVE AGRICULTURAL EDUCATION FOR FARMERS AND PROSPECTIVE FARMERS, AND (2) PROVIDE AGRICULTURAL EDUCATION PROGRAMS FOR OCCUPATIONS OTHER THAN FARMING IN WHICH KNOWLEDGE AND SKILL IN AGRICULTURAL SUBJECTS ARE NECESSARY FOR SUCCESSFUL EMPLOYMENT. PILOT CENTERS WERE ESTABLISHED IN HIGH SCHOOLS OF

ST. ELMO, OLNEY, CISSNA PARK, AND WOODSTOCK, ILLINOIS. THE DESCRIPTION OF EACH PROGRAM GIVES INFORMATION ON (1) THE VOCATIONAL AGRICULTURE PROGRAMS PRIOR TO 1964-65, WITH A CORE OF INSTRUCTIONAL COURSES OFFERED IN EACH SCHOOL AND ALSO SPECIALIZED COURSES FOR THE JUNIOR AND SENIOR HIGH SCHOOL LEVELS, (2) SUPERVISED AGRICULTURAL EXPERIENCE PROGRAMS, WITH OCCUPATIONAL OBJECTIVES AND STEPS IN ESTABLISHING PUPILS IN PROGRAMS, (3) ADULT EDUCATION, (4) THE COMMUNITY SURVEY, AND (5) THE AGRICULTURAL ADVISORY COUNCIL. RECOMMENDATIONS EMPHASIZED THE NEED FOR SCHOOL-COMMUNITY COOPERATION. (PS)

ED 010 789 VT 000 011

IDENTIFICATION OF OFF-FARM AGRICULTURAL OCCUPATIONS, PRESENT AND PROJECTED EMPLOYMENT, A PRELIMINARY REPORT OF THE DELAWARE STUDY OF AGRICULTURAL OCCUPATIONS OTHER THAN FARMING.

By- BARWICK, RALPH P. AND OTHERS
DELAWARE UNIV., NEWARK

REPORT NUMBER AGR EDUC PUB-3 PUB DATE MAR 65
EDRS PRICE MF-$0.09 HC-$1.56 39P.

DESCRIPTORS- *EMPLOYMENT TRENDS, *OCCUPATIONAL CLUSTERS, *OCCUPATIONAL SURVEYS, *OFF FARM AGRICULTURAL OCCUPATIONS, AGRICULTURAL SKILLS, EMPLOYMENT OPPORTUNITIES, EMPLOYMENT STATISTICS, NEWARK, STATISTICAL DATA,

THE OBJECTIVES OF THIS STUDY WERE TO (1) IDENTIFY PRESENT AND EMERGING AGRICULTURAL OCCUPATIONS OTHER THAN FARMING FOR WHICH VOCATIONAL AGRICULTURAL EDUCATION IS NEEDED AND (2) DETERMINE THE NUMBER OF PERSONS PRESENTLY EMPLOYED AND NEEDED IN THE FUTURE. BUSINESSES IN THE STATE IN WHICH EMPLOYEES WOULD FIND A KNOWLEDGE OF AGRICULTURE USEFUL OR NECESSARY WERE SELECTED AND STRATIFIED INTO 55 OCCUPATIONAL SUBFAMILIES ACCORDING TO THE TYPE OF BUSINESS AND GEOGRAPHICAL SUBDIVISION, THEN INTO EIGHT OCCUPATIONAL FAMILIES. THE DISPROPORTIONATE RANDOM SAMPLE METHOD WAS USED IN DRAWING THE SAMPLE. DATA WERE OBTAINED THROUGH INTERVIEWS WITH RESPONSIBLE PERSONS REPRESENTING 267 OF THE 2,053 BUSINESSES EMPLOYING 32,776 PERSONS. IT WAS ESTIMATED THAT 5,050 PERSONS WERE EMPLOYED WHO WOULD FIND THE KNOWLEDGE OF AGRICULTURE USEFUL OR NECESSARY IN THEIR OCCUPATION, AND THAT 2,154 ADDITIONAL AND REPLACEMENT EMPLOYEES WOULD BE NEEDED DURING THE NEXT 5 YEARS. TABLES EXPLAIN THE NEEDS OR LACK OF NEEDS OF VARIOUS OCCUPATIONAL FAMILIES. OF THE 5,050 PERSONS NEEDING AGRICULTURAL COMPETENCIES, 2,610 OR 51.7 PERCENT WERE EMPLOYED AT PROFESSIONAL, MANAGERIAL, AND SUPERVISORY LEVELS OF EMPLOYMENT. TO MEET EMPLOYMENT NEEDS, EACH OF DELAWARE'S 16 HIGH SCHOOLS WITH DEPARTMENTS OF VOCATIONAL AGRICULTURE SHOULD HAVE 34 GRADUATES EACH YEAR. (PA)

ED 010 790 VT 000 023

PILOT RESEARCH PROJECT OF TECHNIQUES USED IN TEACHING A UNIT ON CHILD DEVELOPMENT.

By- SIMPSON, RUBY AND OTHERS
KENTUCKY UNIV., LEXINGTON

PUB DATE 65
EDRS PRICE MF-$0.09 HC-$0.88 22P.

DESCRIPTORS- *CHILD DEVELOPMENT, *EFFECTIVE TEACHING, *HOMEMAKING EDUCATION, *TEACHER EVALUATION, *TEACHING TECHNIQUES, GRADE 9, LEXINGTON, PILOT PROJECTS, STUDENT ATTITUDES,

A HOME ECONOMICS UNIT, "LIVING WITH SMALL CHILDREN," WAS SELECTED FOR A PILOT RESEARCH PROJECT FOR EVALUATING THE EFFECTIVENESS OF PROCEDURES USED IN TEACHING CHILD DEVELOPMENT. THE 4-WEEK UNIT WAS TAUGHT IN SEVEN SCHOOLS WITH NINE HOME ECONOMICS TEACHERS PARTICIPATING. THERE WERE 18 CLASSES OF HOMEMAKING I AND 315 STUDENTS. SUGGESTIONS FOR EFFECTIVE TEACHING WERE (1) HOMEMAKING I SHOULD CONTAIN A UNIT IN CHILD DEVELOPMENT, AS 71 PERCENT OF THE GIRLS SAID THEY DID BABY-SITTING, AND 60 PERCENT HAD SOME RESPONSIBILITY FOR THE CARE OF YOUNGER CHILDREN IN THEIR FAMILIES, (2) AN INTEREST CHECKLIST SHOULD BE GIVEN TO PUPILS BEFORE THE TEACHER PREPLANS THE UNIT FOR THERE WERE SIGNIFICANT DIFFERENCES IN INTEREST IN 22 ACTIVITIES AMONG THE 18 CLASSES, (3) A VARIETY OF LEARNING EXPERIENCES CONTRIBUTES TO EFFECTIVE CHANGING OF PUPIL BEHAVIOR (AN AVERAGE OF 14 DIFFERENT TECHNIQUES WAS USED), (4) PLANNING EXPERIENCES WHICH ALLOW THE PUPILS THE OPPORTUNITY TO SHARE THEIR NEWLY ACQUIRED INFORMATION ARE ESSENTIAL FOR EFFECTIVE TEACHING, AND (5) THE USE OF THE PROBLEM-SOLVING TECHNIQUES ADDS TO THE TEACHING EFFECTIVENESS. THE TEACHER WHO WAS JUDGED TO HAVE USED THE MOST EFFECTIVE TECHNIQUES UTILIZED THE MOST STEPS FROM THE PROBLEM-SOLVING PROCEDURE. THE APPENDIX INCLUDES TOPICS, GOALS, AND GENERALIZATIONS FOR THE UNIT USED. (MS)

ED 010 791 VT 000 026

EVALUATION OF LOCAL VOCATIONAL EDUCATION PROGRAMS, A MANUAL FOR ADMINISTRATORS, TEACHERS, AND CITIZENS.

By- BYRAN, HAROLD M.
MICHIGAN ST. UNIV., EAST LANSING,BUR.OF EDUC. RES.

PUB DATE JUL 65
EDRS PRICE MF-$0.18 HC-$3.40 85P.

DESCRIPTORS- *ADMINISTRATOR GUIDES, *PROGRAM EVALUATION, *VOCATIONAL EDUCATION, ADVISORY COMMITTEES, BIBLIOGRAPHY, CONSULTANTS, CURRICULUM EVALUATION, EAST LANSING, JOB PLACEMENT, OCCUPATIONAL GUIDANCE, STAFF UTILIZATION, VOCATIONAL DIRECTORS, VOCATIONAL FOLLOWUP,

AS A RESULT OF THE EXPERIENCES OF AND STUDY BY THE STAFF OF THREE MICHIGAN PUBLIC SCHOOLS PARTICIPATING IN A RESEARCH PROJECT BETWEEN 1963 AND 1965, THIS MANUAL WAS PREPARED FOR USE BY ADMINISTRATORS, TEACHERS, AND CITIZENS' COMMITTEES IN EVALUATING AND PLANNING LOCAL VOCATIONAL EDUCATION PROGRAMS. IT EXPLAINS THE ROLE OF THE LOCAL DIRECTOR, CONSULTANTS, STAFF, CITIZENS' COMMITTEES, AND THE PROCEDURES THAT CAN BE USED IN ANALYZING CURRICULAR OFFERINGS, STUDYING NEEDS WITH REFERENCE TO EXISTING PROGRAMS, AND USING THE PLACEMENT SERVICES AND FOLLOWUP OF GRADUATES AND FORMER STUDENTS IN THE EVALUATION PROCESS. THE APPENDIXES LIST SAMPLE FORMS USED BY THE THREE SCHOOLS TO OBTAIN INFORMATION FOR THEIR EVALUATIONS. (PA)

ED 010 792 VT 000 063

STUDY OF ILLITERACY IN TEXAS AS RELATED TO VOCATIONAL EDUCATION.

By- ADAIR, J.B.
TEXAS EDUCATION AGENCY, AUSTIN

REPORT NUMBER TEA-9-64-1N-487-B-485 PUB DATE SEP 64
EDRS PRICE MF-$0.18 HC-$3.36 84P.

DESCRIPTORS- *ADULT VOCATIONAL EDUCATION, *ETHNIC GROUPS, *ILLITERACY, *UNEMPLOYMENT, ACADEMIC ACHIEVEMENT, ALIENS,

AUSTIN, CRIME, ECONOMIC FACTORS, ECONOMICALLY DISADVANTAGED, EDUCATIONAL DISADVANTAGEMENT, LITERACY CLASSES, MEXICANS, MIGRANTS, NEGRO, POPULATION TRENDS, RACIAL DIFFERENCES,

BECAUSE OF THE LARGE EDUCATIONALLY DEFICIENT SEGMENT OF THE TEXAS POPULATION, A STUDY WAS AUTHORIZED TO RELATE ILLITERACY TO ADULT VOCATIONAL EDUCATION. THE STUDY WAS BASED ON THE ASSUMPTIONS THAT THERE IS A SIGNIFICANT RELATIONSHIP BETWEEN ILLITERACY AND (1) MEMBERSHIP IN AN ETHNIC GROUP, (2) LOW SOCIOECONOMIC STATUS, (3) CRIME, AND (4) UNEMPLOYMENT AND ABILITY TO PURSUE VOCATIONAL TRAINING. THE REPORT IS DIVIDED INTO FIVE SECTIONS--(1) DEVELOPMENT OF LITERACY PROGRAMS IN TEXAS, (2) DISTRIBUTION OF ILLITERACY IN TEXAS, (3) ILLITERACY IN RELATION TO CRIME, (4) ECONOMIC STATUS AND ILLITERACY, AND (5) UNEMPLOYMENT AMONG ILLITERATES. LITTLE ORGANIZED EFFORT HAD BEEN MADE FROM 1942 TO 1957 TO COMBAT ILLITERACY. THE TEXAS LITERARY COUNCIL WAS ORGANIZED IN 1959 AND HAS 29 AFFILIATED COUNCILS, WITH ALL TEACHING DONE BY VOLUNTARY TEACHERS. ILLITERACY AMONG LATIN AMERICANS AND NONWHITES WAS ALMOST FOUR TIMES THAT OF THE ANGLO POPULATION. ABOUT ONE-FOURTH OF THE ILLITERATE POPULATION WAS LOCATED IN AREAS OF HIGH CONCENTRATION OF MIGRANT WORKERS. ONE OF THE EIGHT RECOMMENDATIONS WAS THAT THE TEXAS EDUCATION AGENCY SHOULD ASSUME RESPONSIBILITY FOR INITIATING A PROGRAM OF BASIC AND VOCATIONAL EDUCATION. (MS)

ED 010 793 VT 000 067

AN ANNOTATED BIBLIOGRAPHY FOR YOUNG ADULT FARMER EDUCATION.
BY- ELLIS, WILLIE T. CRAIG, DAVID G.
STATE UNIV. OF N.Y., ITHACA

PUB DATE OCT 65

EDRS PRICE MF-$0.09 HC-$0.68 17P.

DESCRIPTORS- *ADULT FARMER EDUCATION, *AGRICULTURAL EDUCATION, *BIBLIOGRAPHIES, *YOUNG FARMER EDUCATION, AGRICULTURAL EDUCATION MAGAZINE, ITHACA,

ARTICLES FROM THE "AGRICULTURAL EDUCATION MAGAZINE," JULY 1959-AUGUST 1965, ARE ARRANGED BY TOPICS--(1) PHILOSOPHY AND OBJECTIVES, (2) NEEDS AND INTERESTS, (3) ORGANIZATION AND PROGRAMS, (4) AGRICULTURAL MECHANICS, (5) MANAGEMENT, (6) PLANT SCIENCE, (7) METHODS AND MATERIALS, (8) YOUNG FARMER ASSOCIATION, AND (9) EVALUATION. THE BIBLIOGRAPHY WAS PREPARED FOR USE BY TEACHERS, TEACHER EDUCATORS, SUPERVISORS, AND ADMINISTRATORS. (EM)

ED 010 794 VT 000 100

VOCATIONAL EDUCATION IN MICHIGAN, THE FINAL REPORT OF THE MICHIGAN VOCATIONAL EDUCATION EVALUATION PROJECT.
BY- BOROSAGE, LAWRENCE AND OTHERS
MICHIGAN ST. UNIV., EAST LANSING,COLL. OF EDUC.

PUB DATE SEP 65

EDRS PRICE MF-$0.45 HC-$10.84 271P.

DESCRIPTORS- *ADMINISTRATIVE ORGANIZATION, *EDUCATIONAL OBJECTIVES, *PROGRAM EVALUATION, *VOCATIONAL EDUCATION, AGRICULTURAL EDUCATION, BUSINESS EDUCATION, COOPERATIVE EDUCATION, DISTRIBUTIVE EDUCATION, EAST LANSING, EDUCATIONAL NEEDS, EDUCATIONAL PHILOSOPHY, EDUCATIONAL RESEARCH, ENROLLMENT, FEDERAL AID, HOME ECONOMICS EDUCATION, INDUSTRIAL ARTS, INDUSTRIAL EDUCATION, INSERVICE TEACHER EDUCATORS, MICHIGAN VOCATIONAL EDUCATION EVALUATION PROJECT, STATE AID, TEACHER EDUCATION, TRADE AND INDUSTRIAL EDUCATION,

ACCOMPLISHMENTS OF THE MICHIGAN VOCATIONAL EDUCATION EVALUATION PROJECT DURING ITS 4-YEAR PERIOD OF OPERATION ARE PRESENTED IN ABBREVIATED FORM. THE PURPOSES OF THE EVALUATIVE STUDY WERE (1) TO DISCOVER THE STRENGTHS AND WEAKNESSES OF THE PRESENT PROGRAM OF VOCATIONAL EDUCATION AND (2) TO PROVIDE INFORMATION WHICH WOULD PROPERLY SHAPE THE DIRECTION OF THE PROGRAM BOTH NOW AND IN THE FUTURE. THE SEVEN CHAPTERS PROVIDE (1) AN OVERVIEW OF THE GROWTH AND DEVELOPMENT OF VOCATIONAL EDUCATION IN MICHIGAN, (2) A STATEMENT OF POSITION REGARDING THE PHILOSOPHY AND OBJECTIVES OF VOCATIONAL EDUCATION AS DEVELOPED BY A GROUP OF VOCATIONAL LEADERS AND CONSULTANTS, (3) A SURVEY OF EXISTING VOCATIONAL CURRICULUMS IN RELATION TO SOME ASPECTS OF THE LABOR FORCE IN MICHIGAN, (4) A DESCRIPTION OF THE ADMINISTRATION, ORGANIZATION, AND SUPERVISION OF VOCATIONAL EDUCATION, (5) A SUMMARY OF VOCATIONAL TEACHER EDUCATION PROGRAMS IN MICHIGAN, (6) A DESCRIPTION OF THE CHARACTER OF RESEARCH CONDUCTED IN VOCATIONAL EDUCATION, AND (7) RECOMMENDATIONS AND SUGGESTED GUIDELINES FOR FUTURE IMPROVEMENTS. THE APPENDIXES INCLUDE TABULAR DATA FOR (1) OCCUPATIONS OF EMPLOYED PERSONS, BY SEX, FOR MICHIGAN COUNTIES IN 1940, 1950, AND 1960, (2) CIVILIAN LABOR CHANGE IN MICHIGAN, 1950-60, (3) STUDENTS ENROLLED IN VOCATIONAL COURSES, AND (4) EDUCATIONAL BACKGROUND OF TEACHERS BY COURSE AND GRADE LEVEL OF SUBJECTS. (PS)

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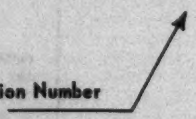

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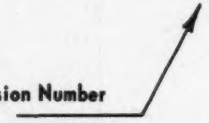

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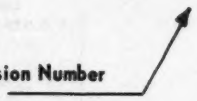

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HRD-337 ED 010 593

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BR-6-2188-SEMINAR-2 ED 010 630

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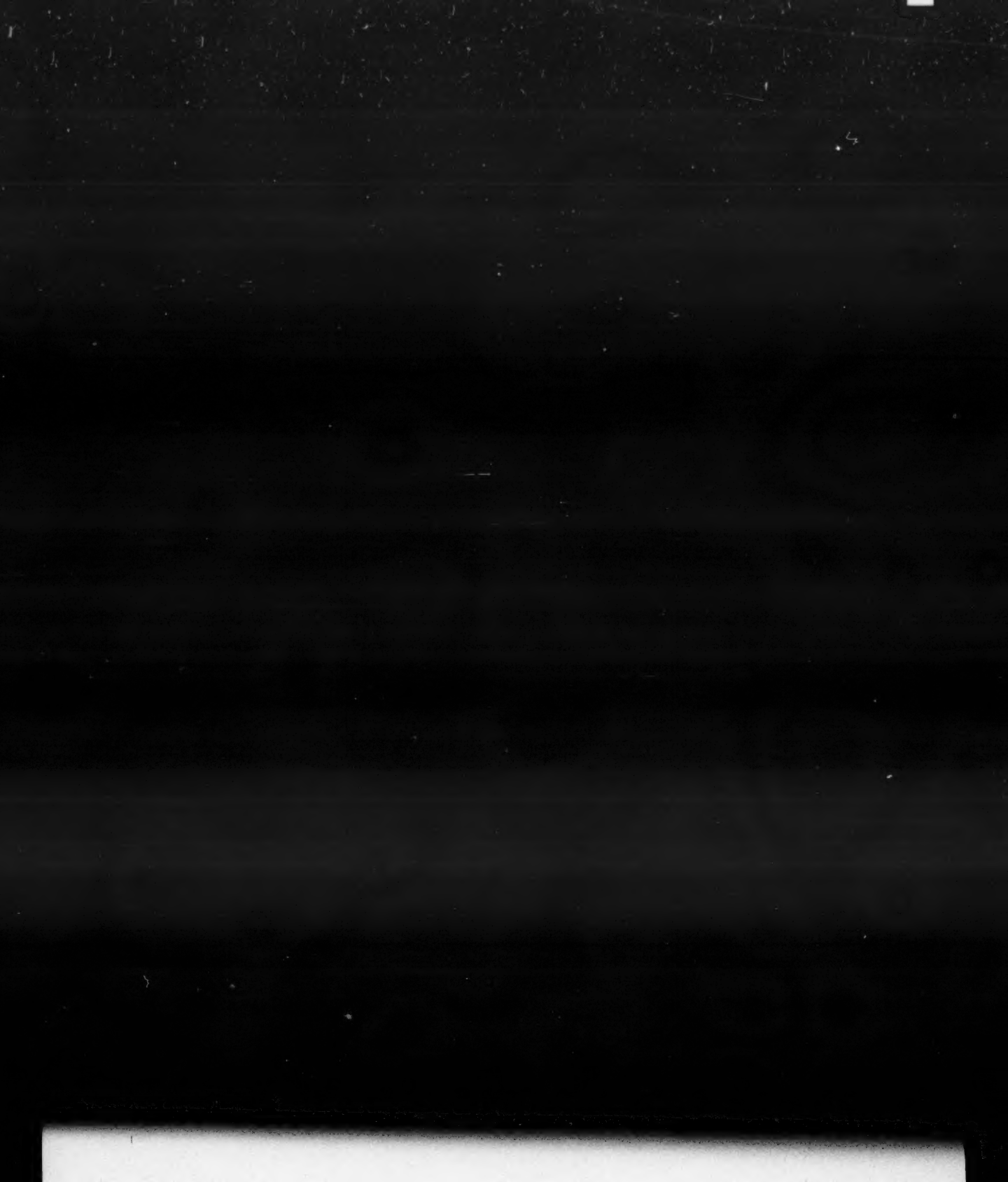
ED 010 793



PROJECT RESUMES

MATERIALS IN THIS SECTION CANNOT BE ORDERED

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Accession Number--an identification number sequentially assigned to project documents as they are processed.

Office of Education Program--a code for the legislative program which supported the research activity.

SAMPLE ENTRY

Title of the Research Project.

EP 000 000 24

A STUDY OF THE OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR PROJECTION DAYLIGHT SCREEN.

Investigator(s)--the individual(s) responsible for the conduct of the project.

INVESTIGATOR- JASPEN, NATHAN

Institutional Source--the organization at which the research activity is conducted.

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK

Bureau Number--an administrative number assigned by the Bureau of Research, U.S. Office of Education.

BUREAU NUMBER BR-6-1234 PROP DATE 01-OCT-65

Proposal Date--the date the proposal was submitted for evaluation in the Bureau of Research.

Contract or Grant Number--contract numbers have OEC prefixes; grant numbers have OEG prefixes.

CONTRACT/GRANT OEC-6-12-01234-0033

Descriptors--the subject terms assigned by an indexer to characterize the substance of a project. Only the major terms preceded by an asterisk are printed in the subject index.

DESCRIPTORS- *AUDIOVISUAL AIDS, *CABINET-TYPE PROJECTOR, ACHIEVEMENT, EQUIPMENT, TEACHING METHODS, *VIEWING CONDITIONS, INSTRUCTIONAL FILM, TEACHING METHODS, FILMS,

Start Date and End Date--the starting date and the anticipated ending date for the research project.

START DATE 12-15-65 END DATE 06-30-67

Informative Abstract--a synopsis of the project in about 200 words. When applicable it includes the purpose and procedure of the research activity.

AN EXPERIMENT WAS DESIGNED TO DISCOVER THE DIFFERENCES IN LEARNING THAT COULD BE ATTRIBUTED TO DIFFERENCES IN ROOM ILLUMINATION, VIEWING ANGLE, AND DISTANCE FROM THE SCREEN AS THEY RELATED TO THE CABINET-TYPE PROJECTOR. PARTICIPANTS WERE 721 NAVY TRAINEES. THEIR RASK CHOSEN WAS TO ASSEMBLE THE BREECH BLOCK OF AN ANTIAIRCRAFT GUN. ALTHOUGH MOST TRAINEES COULD NOT PERFORM THE TASK WITHOUT INSTRUCTION, THEY LEARNED THE ASSEMBLY IN A FEW MINUTES WITH AN APPROPRIATE FILM. HALF OF THEM SAW THE FILM UNDER DAYLIGHT ILLUMINATION CONDITIONS. THE OTHER HALF SAW THE FILM UNDER DARKENED ROOM CONDITIONS. A TEST WAS SET UP WITH 80 SEATING POSITIONS AT VARYING ANGLES OF VIEW AND AT VARYING DISTANCES FROM THE SCREEN. THE TRAINEES WERE TESTED AFTER THEY SAW THE FILM. PERFORMANCE WAS BETTER UNDER DAYLIGHT CONDITIONS IN THE OPTIMUM VIEWING AREA. OPTIMUM VIEWING WAS WITHIN 30 DEGREES OF THE CENTER LINE AND WITHIN 12 SCREEN WIDTHS OF THE SCREEN. THESE FACTORS SHOULD BE TAKEN INTO CONSIDERATION IN TRAINING SITUATIONS WHEN TRAINEES PRACTICE A SKILL DURING A FILM SHOWING. (CG)

Abstractor's initials.

EP 010 649 24
RECOVERY OF TITLES AND ABSTRACTS OF RESEARCH IN ART EDUCATION.
INVESTIGATOR- LANIER, VINCENT
OREGON UNIV., EUGENE
BUREAU NUMBER BR-7-I-026 PROP DATE JUN 66
GRANT OEG-1-7-071026-3507

DESCRIPTORS- *ART EDUCATION, *BIBLIOGRAPHIES, *DATA COLLECTION, *INFORMATION UTILIZATION, *RESEARCH PROJECTS, DISSERTATION ABSTRACTS, DOCUMENTATION, EDUCATIONAL RESEARCH, EUGENE, LIBRARY MATERIALS, LIBRARY OF CONGRESS, OREGON, SURVEYS,

START DATE 06-15-67 END DATE 06-15-68

A LISTING OF AVAILABLE RESEARCH STUDIES IN ART EDUCATION COMPLETED BEFORE JUNE 1966 WILL BE COMPILED. DATA TO BE COLLECTED ON EACH STUDY WILL INCLUDE TITLES, AUTHORS' NAMES, DATES, LOCATIONS, AND WRITTEN ABSTRACTS. UNIVERSITIES AND ASSOCIATED INSTITUTIONS WILL BE CONTACTED BY MAIL OR VISITED TO OBTAIN MOST OF THE DATA. OTHER DATA, UNAVAILABLE FROM THESE SOURCES, WILL BE PROCURED BY PHOTOCOPY OR MICROFILM PHOTOGRAPH FROM "DISSERTATION ABSTRACTS," LIBRARIES OF ORIGINATING INSTITUTIONS, AND THE LIBRARY OF CONGRESS. ALL COLLECTED DATA WILL THEN BE ORGANIZED INTO A COMPREHENSIVE LISTING AND MADE AVAILABLE TO INTERESTED SCHOLARS. (JH)

EP 010 650 24
ADAPTING THE SPIRAL CURRICULUM AND DISCOVERY LEARNING TO THE TEACHING OF GEOGRAPHY.
INVESTIGATOR- HENZL, SISTER JOSEPH M.
HOLY NAMES ACADEMY, SEATTLE, WASH.
BUREAU NUMBER BR-7-I-025 PROP DATE 67
GRANT OEG-1-7-070025-3509

DESCRIPTORS- *CURRICULUM PLANNING, *DISCOVERY PROCESSES, *GEOGRAPHIC CONCEPTS, *SEQUENTIAL LEARNING, *VERTICAL ORGANIZATION, EDUCATIONAL THEORIES, EXPERIMENTAL CURRICULUM, GEOGRAPHY INSTRUCTION, HORIZONTAL ORGANIZATION, LEARNING PROCESSES, PILOT PROJECTS, SEATTLE, TEACHING METHODS, WASHINGTON,

START DATE 06-01-67 END DATE 01-01-69

BASIC PROCESSESS OF DISCOVERY LEARNING AND A SPECIAL TECHNIQUE OF CURRICULUM SPIRALING WILL BE SURVEYED AND THEN APPLIED TO PLANNING AN EFFICIENT SEQUENTIAL CURRICULUM IN GEOGRAPHY. GENERIC GEOGRAPHIC CONCEPTS WILL BE IDENTIFIED, AND ONE SUCH CONCEPT (A STRUCTURAL IDEA) WILL BE ISOLATED AND SYNTHESIZED WITH A VERTICAL CURRICULUM ORGANIZATION. THE CONCEPT WILL BE INTRODUCED AT THE EARLIEST GRADE LEVEL AND REPEATED CONSISTENTLY AS GRADE LEVEL INCREASES BUT AT HIGHER LEVELS OF DIFFICULTY. THE VARIOUS PRESENTATIONS OF THE CONCEPT WILL THUS BE MADE COMPATIBLE WITH THE PSYCHOLOGY OF PARTICULAR AGE GROUPS, EVOLVING TO SPIRAL GROWTH IN STUDY AND LEARNING. THE PILOT CURRICULUM WILL BE EVALUATED THROUGH APPLIED RESEARCH IN CLASSROOM SITUATIONS. (JH)

EP 010 651
A STUDY OF RELATIONSHIPS AMONG TEACHER BEHAVIOR, PUPIL BEHAVIOR AND PUPIL CHARACTERISTICS IN HIGH SCHOOL BIOLOGY CLASSES.
INVESTIGATOR- PARAKH, JAL S.
WESTERN WASHINGTON STATE COL., BELLINGHAM
BUREAU NUMBER BR-7-I-022 PROP DATE 01 DEC 66
GRANT OEG-1-7-070022-3493

DESCRIPTORS- *BEHAVIOR PATTERNS, *BIOLOGY INSTRUCTION, *INDIVIDUAL CHARACTERISTICS, *STUDENT GROUPING, *VERBAL COMMUNICATION, ABILITY GROUPING, BEHAVIOR RATING SCALES, BELLINGHAM, CLASSROOM COMMUNICATION, CODIFICATION, GRADE 10, GROUP BEHAVIOR, ITHACA, NEW YORK, OBSERVATION, SECONDARY SCHOOL STUDENTS, STUDENT TEACHER RELATIONSHIPS, WASHINGTON,

START DATE 06-15-67 END DATE 09-15-67

HIGH SCHOOL BIOLOGY CLASSES WILL BE OBSERVED TO CATEGORIZE THE INDIVIDUAL AND COLLECTIVE VERBAL BEHAVIOR OF PUPILS AND TO RELATE CERTAIN CLASSROOM INTERACTIONS. RESEARCH WILL BE CONDUCTED IN THREE PHASES--(1) A SYSTEMATIC OBSERVATIONAL TECHNIQUE WILL BE DEVELOPED FOR ON-THE-SPOT CATEGORIZATION OF THE VERBAL BEHAVIOR OF EACH PUPIL, (2) THE OBSERVED BEHAVIOR OF EACH PUPIL AND THE CLASS AS A WHOLE WILL BE QUANTIFIED, DESCRIBED, AND ANALYZED, AND (3) RELATIONSHIPS WILL BE EXPLORED. THE SAMPLE WILL CONSIST OF THREE CLASSES, HOMOGENEOUSLY GROUPED BY ABILITY, IN ONE HIGH SCHOOL AND THREE CLASSES, HETEROGENEOUSLY GROUPED, IN ANOTHER HIGH SCHOOL. ALL OBSERVATIONS WILL TAKE PLACE DURING FOUR FULL CLASS PERIODS OF 4 CONSECUTIVE DAYS. INDIVIDUAL BEHAVIOR WILL BE CODED ON SPECIAL SEATING CHARTS, AND CLASSROOM DISCOURSE WILL BE RECORDED ON TAPE AND THEN CATEGORIZED USING A MODIFIED INTERACTION ANALYSIS TECHNIQUE. RELATIONSHIPS OF THE FOLLOWING CLASSROOM INTERACTIONS WILL THEN BE IDENTIFIED AND EXPLORED--(1) AMONG VARIOUS PUPIL BEHAVIORS, (2) BETWEEN PUPIL BEHAVIOR VARIABLES AND PUPIL PROPERTIES AND OUTCOMES, AND (3) BETWEEN TEACHER AND PUPIL BEHAVIOR VARIABLES. THIS PROJECT WILL FOLLOW AN EARLIER STUDY ON THE CLASSIFICATION OF TEACHER BEHAVIOR IN THE BIOLOGY CLASSROOM AND THE DESCRIPTION OF INTERACTIONS BETWEEN BIOLOGY TEACHERS AND THEIR CLASSES. (JH)

EP 010 652 24
FOUR SCHOOL READINESS SCREENING DEVICES USED IN PEDIATRIC OFFICES--CONCURRENT VALIDITY.
INVESTIGATOR- GOFMAN, HELEN
CALIFORNIA UNIV., SAN FRANCISCO, MEDICAL CENTER
BUREAU NUMBER BR-7-I-006 PROP DATE 08 AUG 66
GRANT OEG-4-7-071006-3150

DESCRIPTORS- *IDENTIFICATION, *LEARNING READINESS, *PRESCHOOL CHILDREN, *SCREENING TESTS, *TEST VALIDITY, CALIFORNIA, CHILD DEVELOPMENT, CONCURRENT VALIDITY, INTELLIGENCE, LEARNING DIFFICULTIES, MEASUREMENT INSTRUMENTS, PERCEPTION, READINESS (MENTAL), SAN FRANCISCO, TESTING PROGRAMS,

START DATE 04-05-67 END DATE 10-04-67

A NEW SCHOOL READINESS SCREENING DEVICE THAT HAS BEEN DEVISED TO OVERCOME SOME APPARENT DEFICIENCIES OF CURRENTLY AVAILABLE TECHNIQUES WILL BE FURTHER DEVELOPED AND VALIDATED CONCURRENTLY WITH THREE OTHER COMMERCIALLY PROVIDED SCHOOL READINESS SCREENING TESTS. THIS STUDY WILL (1) PROVIDE INDEPENDENT, SCIENTIFIC EVALUATION OF THE AVAILABLE SCREENING

DEVICES, (2) GATHER NEEDED DEVELOPMENTAL DATA IN THE FIELD OF PRESCHOOL PREDICTION OF LEARNING DISABILITIES, AND (3) DEVELOP A MORE ADEQUATE SCREENING TECHNIQUE FOR DETECTION AND PREVENTION OF LEARNING DISORDERS THAN IS NOW AVAILABLE. THE INSTRUMENTS TO BE EVALUATED ARE (1) THE SPRIGLE SCHOOL READINESS SCREENING TEST, (2) THE ANTON-BRENNER DEVELOPMENTAL GESTALT TEST OF SCHOOL READINESS, (3) THE SCHOOL READINESS CHECK LIST (RESEARCH EDITION), AND (4) THE PEDIATRIC SCREENING SCALES FOR LEARNING DISABILITIES (EXPERIMENTAL EDITION). A TOTAL OF 100 CHILDREN OF VARYING AGES UNDER PEDIATRIC CARE WILL BE SCREENED USING THE FOUR TECHNIQUES. IN ADDITION, MEASURES OF INTELLIGENCE, PERCEPTION, AND READINESS WILL BE OBTAINED USING MORE STANDARDIZED INSTRUMENTS. THE RESULTING DATA WILL FORM THE BASIS FOR CONCURRENT STATISTICAL ANALYSES OF THE RELIABILITY OF THE SCREENING TECHNIQUES. THIS PROJECT WILL BE FOLLOWED BY A 3-YEAR LONGITUDINAL STUDY OF THE PREDICTIVE VALUE OF THE FOUR DEVICES AS MEASURED AGAINST ACTUAL SCHOOL ACHIEVEMENT. (JH)

EP 010 653 24
INLAND VALLEY ELEMENTARY SCHOOL ARCHEOLOGY PROJECT.
INVESTIGATOR- ELLIOTT, DAVID L.
CALIFORNIA UNIV., BERKELEY
BUREAU NUMBER BR-7-I-004 PROP DATE 66
GRANT OEG-1-7-071004-3504

DESCRIPTORS- *CURRICULUM DEVELOPMENT, *DISCOVERY PROCESSES, *FIELD INSTRUCTION, *GRADE 6, *SCIENCE UNITS, ANTHROPOLOGY, ARCHAEOLOGY, BERKELEY, CALIFORNIA, INSTRUCTIONAL MATERIALS, MATERIAL DEVELOPMENT, ORINDA, RESEARCH PROJECTS, UNITS OF STUDY (SUBJECT FIELDS),

START DATE 04-15-67 END DATE 12-31-67

IN AN ATTEMPT TO INCREASE SIXTH-GRADE PUPILS' KNOWLEDGE OF ARCHEOLOGY AND ANTHROPOLOGY, A PROGRAM WILL BE DEVELOPED IN WHICH STUDENTS WILL ENGAGE IN PRIMARY FIELD RESEARCH ACTIVITIES. BOTH STUDENT GROUPS WILL USE THE ARCHEOLOGICAL EVIDENCE TO RECONSTRUCT THE CHARACTERISTICS OF AN INDIAN CULTURE. AN EXPERIMENTAL GROUP WILL PERFORM IN THE MANNER OF PROFESSIONAL ARCHEOLOGISTS IN THE FIELD AND WILL BE COMPARED WITH A GROUP OF STUDENTS USING DATA ALREADY COLLECTED. DESCRIPTIVE REPORTS WILL BE WRITTEN AT THE TERMINATION OF THIS PROJECT, AND CURRICULUM MATERIALS WILL BE PREPARED AND MADE AVAILABLE TO ELEMENTARY SCHOOL TEACHERS. THESE UNITS WILL ENABLE CLASSROOM TEACHERS TO USE DISCOVERY UNITS IN ANTHROPOLOGY. THE UNITS WILL CONTAIN ALL OF THE ELEMENTS PRESENTED TO THE EXPERIMENTAL GROUP, AND, AS A SUBSTITUTE FOR THE FIRST-HAND ACQUISITION OF DATA AT ITS SOURCE, SLIDES, MOVIES, STILL PRINTS, AND ARTIFACTS WILL BE INCLUDED IN THE UNITS. (GD22

EP 010 654 24
SINGLE AND INTEGRATED CONCEPTS FILMS IN COLOR FOR GEOLOGY.
INVESTIGATOR- ROBERTSON, FORBES
PRINCIPIA COLL., ELSAH, ILL.
BUREAU NUMBER BR-7-E-060 PROP DATE 26 MAY 66
GRANT OEG-1-7-070080-3518

DESCRIPTORS- *CONCEPT TEACHING, *FILM PRODUCTION, *GEOLOGY, *INSTRUCTIONAL FILMS, *INSTRUCTIONAL IMPROVEMENT, CONCEPT FORMATION, ELECTROMECHANICAL AIDS, ELSAH, FILMS, ILLINOIS, LABORATORY EQUIPMENT, LEARNING PROCESSES, REPETITIVE FILM SHOWINGS, SCIENCE LABORATORIES, TAPE RECORDINGS,

START DATE 05-01-67 END DATE 01-31-68

FILMS BASED ON SINGLE CONCEPTS AND INTEGRATED CONCEPTS WILL BE DEVELOPED FOR USE IN COLLEGE GEOLOGY LABORATORIES. SINGLE CONCEPT FILMS WILL PROVIDE UNIFORMITY OF INSTRUCTION AND WILL ELIMINATE MUCH OF THE REPETITIOUS DIRECTION NOW REQUIRED. INTEGRATED CONCEPT FILMS WILL RELATE CLOSELY ASSOCIATED GEOLOGICAL PHENOMENA TO ENABLE THE STUDENT TO RECOGNIZE GEOLOGICAL FEATURES WHEN HE TRAVELS. THE FILMS WILL BE PARTICULARLY ADAPTED TO USE OF THE AUDIO-TUTORIAL METHODS, THAT IS, WHERE A TAPED SCRIPT WOULD BE PLAYED WHILE THE FILM IS BEING SHOWN. THE LOOP FILM MAY BE STOPPED ON ANY SPECIFIC FRAME FOR EXAMINATION BY THE STUDENT. THE INSTRUCTOR, GIVING INFORMATION ON THE TAPE, MAY THEN DIRECT THE STUDENT TO NOTICE SPECIFIC FEATURES. EFFECTIVENESS OF THE SINGLE CONCEPT FILMS WILL BE MEASURED BY SUCH ASPECTS AS AMOUNT OF INSTRUCTIONAL TIME REQUIRED PER STUDENT, UNIFORMITY OF INSTRUCTION, COMPREHENSIVENESS OF INSTRUCTION, AND RETENTION SPAN OF INSTRUCTION. EVALUATION OF FILMS PRESENTING INTEGRATED CONCEPTS WILL BE MORE QUALITATIVE THAN THE APPROACH TAKEN WITH SINGLE CONCEPT FILMS, ALTHOUGH CONTROLLED GROUP STUDY METHODS WILL BE EMPLOYED. THE DATA FROM ALL EVALUATION STUDIES WILL BE ASSEMBLED FOR STUDY AND RECOMMENDATIONS FOR IMPROVEMENT OF THE FILMS WILL BE MADE. (GD)

EP 010 655 24
THE EFFECT OF TELEVISION PRESENTATIONS AND CLASSROOM TEACHER CONDUCT INQUIRY SESSIONS ON THE ACHIEVEMENT AND INTEREST IN SCIENCE OF FIFTH GRADERS.
INVESTIGATOR- SKINNER, RAY
OHIO UNIV., ATHENS
BUREAU NUMBER BR-7-E-079 PROP DATE 26 MAY 66
GRANT OEG-3-7-070079-3028

DESCRIPTORS- *DISCOVERY PROCESSES, *ELEMENTARY EDUCATION, *INSTRUCTIONAL TELEVISION, *SCIENCE EDUCATION, *TEACHING METHODS, *TELEVISED INSTRUCTION, ATHENS, GRADE 5, OHIO, TEACHING TECHNIQUES,

START DATE 04-01-67 END DATE 06-30-68

AN INTEGRATED TELEVISION AND TEACHER-DIRECTED APPROACH TO ELEMENTARY SCIENCE EDUCATION WILL BE DESIGNED AND IMPLEMENTED. THE OBJECT WILL BE NOT TO TEST FOR DIFFERENCES OR EFFECTIVENESS OF TELEVISION VERSUS TEACHER-DIRECTED APPROACHES BUT TO DETERMINE WHAT COMBINATION OF THE TWO IS MOST EFFECTIVE. THE OVERALL PURPOSE OF THE STUDY WILL BE TO EXPLORE NEW POSSIBILITIES FOR THE IMPROVEMENT OF TEACHING ELEMENTARY SCIENCE AND, AT THE SAME TIME, TO STUDY WAYS TO EFFECTIVELY INTEGRATE TELEVISION INTO A SCHOOL'S INSTRUCTIONAL PROGRAM. FIFTH-GRADE CLASSES IN A SUBURBAN PUBLIC SCHOOL SYSTEM IN THE CLEVELAND AREA WILL BE USED FOR THE STUDY. EACH TELEVISION LESSON WILL BE PREPARED IN TWO VERSIONS, ONE, WITH AN EXPLANATION SEGMENT, AND THE OTHER, WITH A QUESTIONING SEGMENT. FOLLOWING TELEVISION PRESENTATION OF THE SCIENCE LESSON, CLASSROOM TEACHERS WILL CONDUCT "INQUIRY SESSIONS" IN HALF OF THE CLASSES; AND, IN THE OTHER CLASSES, TEACHERS WILL CONDUCT DISCUSSIONS. MATERIAL FOR THE

LESSONS WILL BE ON THE TOPIC OF GEOLOGY AND WILL BE TAKEN FROM AN EXISTING ELEMENTARY SCHOOL SCIENCE TEXTBOOK. THE STUDENTS WILL BE PRE- AND POST-TESTED AND TAKE PART IN ONE OF THE FOUR INSTRUCTIONAL COMBINATIONS OR TREATMENTS. (AL)

EP 010 656 24

AN INVESTIGATION OF INTERPERSONAL REACTION DEVELOPMENT IN YOUNG CHILDREN.

INVESTIGATOR- SCHELLENBERG, JAMES A.
WESTERN MICHIGAN UNIV., KALAMAZOO
BUREAU NUMBER BR-7-E-075 PROP DATE 15 DEC 66
GRANT OEG-3-7-070075-3017

DESCRIPTORS- *CHILD DEVELOPMENT, *INTERPERSONAL RELATIONSHIP, *SEQUENTIAL LEARNING, *SOCIAL DEVELOPMENT, *SOCIAL RELATIONS, BEHAVIOR THEORIES, FACTOR ANALYSIS, KALAMAZOO, MENTAL DEVELOPMENT, MICHIGAN, PSYCHOLOGICAL TESTS, QUESTIONNAIRES, STATISTICAL DATA, TESTING PROGRAMS,

START DATE 04-01-67 END DATE 09-30-68

TO LEARN MORE ABOUT THE DEVELOPMENT OF CHILDREN'S SOCIAL PERCEPTIONS, THE SEQUENTIAL DEVELOPMENT OF THEIR MENTAL AND SOCIAL CAPABILITIES WILL BE INVESTIGATED AND EVALUATED. A QUESTIONNAIRE GIVEN TO 400 MALE AND FEMALE SUBJECTS IN GRADES 4, 7, 10, AND 13 WILL EXAMINE CHILDREN'S EXPECTATIONS ABOUT BEHAVIORAL REACTIONS BETWEEN PERSONS HOLDING THE STATUS RELATIONSHIPS OF ADULT AND ADULT, ADULT AND CHILD, AND CHILD AND CHILD. BY STUDYING CHILDREN'S RESPONSES TO THE QUESTIONNAIRE WHICH IS SIMILAR TO ONE DEVELOPED IN AN EARLIER PILOT STUDY, THE INVESTIGATORS EXPECT TO FIND A CHANGING PATTERN OF RESPONSE THROUGH SEVERAL AGE LEVELS UNTIL THE ADULT VIEW IS APPROXIMATED. THE STUDENT'S EXPECTATIONS WILL BE COMPARED TO AN ADULT STANDARD IN ORDER TO ASSESS THE DEVELOPMENT OF THE CHILD'S VIEW OF SOCIAL RELATIONSHIPS. RESULTS OF THE EARLIER STUDY ARE ATTACHED TO THE PROPOSAL. (GD)

EP 010 657 24

INVESTIGATION OF FAMILY LEARNED BEHAVIOR AS RELATED TO PERSONAL INTERACTIONS OUTSIDE OF THE FAMILY.

INVESTIGATOR- HUELLER, WILLIAM J.
MICHIGAN ST. UNIV., EAST LANSING
BUREAU NUMBER BR-7-E-059 PROP DATE 67
CONTRACT OEC-3-7-070059-3001

DESCRIPTORS- *ADJUSTMENT (TO ENVIRONMENT), *BEHAVIORAL SCIENCE RESEARCH, *COLLEGE STUDENTS, *COUNSELING, *FAMILY RELATIONSHIP, *PERSONAL ADJUSTMENT, BEHAVIOR RATING SCALES, COUNSELORS, EAST LANSING, FAMILY INFLUENCE, INTERVIEWS, MICHIGAN, OVERT RESPONSE, PARENT REACTION, PERSONALITY STUDIES, REACTIVE BEHAVIOR,

START DATE 06-01-67 END DATE 01-31-68

AN ATTEMPT WILL BE MADE TO DEMONSTRATE THAT THE BEHAVIORAL INTERACTION OF A COLLEGE STUDENT AND HIS COUNSELOR WILL BE SIMILAR TO THE INTERACTIONS THAT OCCURRED WITHIN HIS FAMILY SETTING WHEN THE STUDENT WAS UNDER STRESS. COUNSELING INTERVIEWS RECORDED ON TAPES WILL BE STUDIED TO SELECT CRITICAL INCIDENTS FOR ANALYSIS. CRITICAL INCIDENTS ARE CONSIDERED TO BE THOSE INTERVIEWS IN WHICH (1) THE SUBJECT WAS UNDER STRESS, (2) THE RELATIONSHIP WITH HIS COUNSELOR WAS TO BE SIGNIFICANT, AND (3) THE EVENTS THE SUBJECT WAS REPORTING ABOUT PREVIOUS INTERFAMILIAL BEHAVIORS WERE TO BE SIGNIFICANT INTERACTIONS. THE SUBJECT'S BEHAVIOR DURING HIS COUNSELING SITUATION WILL BE SCORED SEPARATELY FROM HIS BEHAVIORAL REPORTS OF HIS PREVIOUS FAMILY EXPERIENCE. THE SIMILARITY OF BEHAVIORS IN BOTH KINDS OF INTERACTIONS WILL THEN BE COMPARED, AND THE PROBABILITY OF THE PROPORTION OF SIMILARITY WILL BE TESTED BY STUDYING PATTERNS OF RESPONSES AND OVERALL RESPONSE SIMILARITIES. IF THE HYPOTHESIS IS FOUND TO BE VALID, FURTHER STUDIES COULD THEN BE DEVELOPED TO EXAMINE THE NATURE OF THE LEARNED BEHAVIORS WHICH ARE CONDUCIVE TO PARTICULAR BEHAVIOR PROBLEMS OR TO GOOD MENTAL HEALTH. (GD)

EP 010 658 24

ANALYSIS OF THE FACTORS WHICH DETERMINE CHOICE OF COLLEGE AMONG URBAN, SUBURBAN, AND RURAL HIGH SCHOOL STUDENTS.

INVESTIGATOR- SERON, MERRON S.
BUREAU NUMBER BR-7-E-049 PROP DATE 01 NOV 66
GRANT OEG-3-7-070049-3008

DESCRIPTORS- *CAREER CHOICE, *COLLEGE PREPARATION, *SCHOOL ENVIRONMENT, *STUDENT INTERESTS, AGE DIFFERENCES, COLLEGE ADMISSION, EVANSTON, FACTOR ANALYSIS, GARY, HIGHER EDUCATION, ILLINOIS, INDIANA, RURAL ENVIRONMENT, SECONDARY SCHOOL STUDENTS, SEX DIFFERENCES, SKOKIE, STUDENT ATTITUDES, SUBURBAN ENVIRONMENT, URBAN ENVIRONMENT,

START DATE 03-15-67 END DATE 12-15-67

FOUR SELECTED VARIABLES OF THE COLLEGE CHOICE PROCESS WILL BE ANALYZED WITHIN URBAN, SUBURBAN, AND RURAL SECONDARY SCHOOL ENVIRONMENTS. THESE VARIABLES ARE (1) THE AMOUNT OF SIGNIFICANT INFORMATION ABOUT COLLEGE WHICH THE SECONDARY SCHOOL STUDENT POSSESSES, (2) THE STUDENT'S INTELLECTUAL REALIZATION THAT A COLLEGE EDUCATION IS A DESIRABLE PERSONAL GOAL, (3) THE STUDENT'S CONCERN ABOUT COLLEGE PLANNING, AND (4) THE ACTUAL INVOLVEMENT OF THE STUDENT IN COLLEGE PREPARATORY ACTIVITIES. APPROXIMATELY 6,600 STUDENTS WILL BE INVOLVED IN THE STUDY, REPRESENTATIVE OF THE THREE DIFFERENT SCHOOL ENVIRONMENTS AND THE FOUR GRADE LEVELS OF SECONDARY EDUCATION. THESE STUDENTS WILL BE ADMINISTERED A "PRECOLLEGE PLANNING QUESTIONNAIRE," DESIGNED TO OBTAIN SCORES FOR EACH OF THE FOUR STUDY VARIABLES. ALL SCORE DATA WILL BE ANALYZED AND RELATED TO THE THREE SCHOOL ENVIRONMENTS, FOUR CLASS LEVELS, TWO SEXES, AND TWO COLLEGE PLANS (STUDENT'S DECISION TO ATTEND OR NOT TO ATTEND COLLEGE). (JH)

EP 010 659 40

THE EFFECT OF SPECIAL CLASS PLACEMENT ON THE SELF-CONCEPT OF ABILITY OF THE EDUCABLE MENTALLY RETARDED CHILD--PART TWO.

INVESTIGATOR- BROOKOVER, WILBUR B.
MICHIGAN ST. UNIV., EAST LANSING
BUREAU NUMBER BR-7-E-052 PROP DATE 12 OCT 66
GRANT OEG-3-7-070052-3099

DESCRIPTORS- *COMPARATIVE ANALYSIS, *EDUCABLE MENTALLY HANDICAPPED, *SELF CONCEPT, *SOCIAL PSYCHOLOGY, *SPECIAL CLASSES, *STUDENT PLACEMENT, ABILITY GROUPING, ACADEMIC ASPIRATION, CONVENTIONAL INSTRUCTION, EAST LANSING, MICHIGAN, NEGATIVE ATTITUDES, SPECIAL EDUCATION,

START DATE 03-09-67 END DATE 12-31-67

THE SOCIAL AND PSYCHOLOGICAL EFFECTS OF SPECIAL CLASS PLACEMENT ON THE EDUCABLE MENTALLY RETARDED CHILD WILL BE EXPLORED OVER A 2-YEAR PERIOD. THE UNDERLYING ASSUMPTION OF THIS STUDY IS THAT PLACEMENT IN A SPECIAL CLASS MAY GIVE RISE TO SOCIAL AND PSYCHOLOGICAL FORCES WHICH COUNTERACT THE EXPECTED BENEFITS OF BEING IN THIS MORE IDEAL EDUCATIONAL SETTING. THE DEPENDENT VARIABLES TO BE CONSIDERED IN THE STUDY WILL BE THE STUDENT'S GENERAL SELF-CONCEPT OF ABILITY, ACADEMIC ASPIRATIONS, AND ACADEMIC EXPECTATIONS. AS THIS INVESTIGATION IS ESSENTIALLY A CONTINUATION OF U.S. OFFICE OF EDUCATION GRANT NUMBER 32-32-0410-6001, THE SAMPLE WILL CONSIST OF THE MAJOR PORTION OF THE SAMPLE USED IN THAT STUDY. THIS APPROACH WILL ALLOW FOR ADDITIONAL OBSERVATIONS OF EACH MEMBER OF THE SAMPLE OVER A LONGER PERIOD OF TIME. IN ADDITION TO GAINING ADDITIONAL DATA ON THE EFFECTS OF SPECIAL CLASS PLACEMENT, THIS STUDY WILL PURSUE ALTERNATE EXPLANATIONS OF THE FINDINGS OF THE EARLIER STUDY. GENERALLY, ANSWERS TO THE QUESTIONS TO BE INVESTIGATED IN THIS STUDY WILL SUPPLY INSIGHT INTO THE SOCIAL PROCESSES WHICH INFLUENCE THE OUTCOMES OF EXTENSIVE PROGRAMS IN SPECIAL EDUCATION AND THE ACHIEVEMENT AND NONACHIEVEMENT OF EDUCABLE MENTALLY HANDICAPPED STUDENTS. (GD)

EP 010 660 24

A SYLLABUS FOR A COURSE IN BURMESE ART AT THE UNDERGRADUATE LEVEL.

INVESTIGATOR- BAILEY, JANE T.
DENISON UNIV., GRANVILLE, OHIO

BUREAU NUMBER BR-7-E-024 PROP DATE 67
GRANT OEG-3-7-070024-2960

DESCRIPTORS- *ART EDUCATION, *ART MATERIALS, *BURMESE CULTURE, *COURSE ORGANIZATION, *CURRICULUM GUIDES, BURMA, COLLEGE INSTRUCTION, GRANVILLE, HISTORY, INSTRUCTIONAL MATERIALS, OHIO, SOCIOCULTURAL PATTERNS,

START DATE 03-01-67 END DATE 03-01-68

BURMESE ART MATERIALS WILL BE ORGANIZED CHRONOLOGICALLY FOR DEVELOPING A SYLLABUS OF AN UNDERGRADUATE COLLEGE COURSE IN BURMESE ART HISTORY. MATERIALS, PREVIOUSLY SURVEYED IN AMERICAN AND EUROPEAN MUSEUMS, WILL BE CLASSIFIED THROUGH ANALYTICAL TECHNIQUES INTO "CENTURIES" AND "SCHOOLS" TO PROVIDE A STRUCTURED FORMAT FOR IDENTIFYING BURMESE ART SOURCES AND DATES OF ORIGIN. THESE DATA WILL THEN BE RELATED TO PERTINENT POLITICAL, RELIGIOUS, AND SOCIOLOGICAL FACTORS ASSOCIATED WITH THE HISTORY OF BURMA. FOLLOWING THESE ACTIVITIES, THE SYLLABUS WILL BE PREPARED. (JM)

EP 010 661 24

THE ACQUISITION OF SELF-REWARD PATTERNS BY CHILDREN.

INVESTIGATOR- LIEBERT, ROBERT M.
VANDERBILT UNIV., NASHVILLE, TENN.

BUREAU NUMBER BR-7-D-002 PROP DATE 01 NOV 66
GRANT OEG-2-7-070002-3005

DESCRIPTORS- *ACHIEVEMENT, *BEHAVIOR PATTERNS, *SELF REWARD, *STUDENT CHARACTERISTICS, *TASK PERFORMANCE, COMPARATIVE ANALYSIS, GRADE 3, GRADE 4, METHODS RESEARCH, NASHVILLE, POSITIVE REINFORCEMENT, TENNESSEE,

START DATE 04-01-67 END DATE 03-31-68

THE MANNER IN WHICH CHILDREN ACQUIRE STANDARDS OF ACHIEVEMENT AND LEARN TO SELECTIVELY ADMINISTER REWARDS TO THEMSELVES FOR VARIOUS LEVELS OF PERFORMANCE WILL BE STUDIED. TWO MODES OF TRAINING (DIRECT INSTRUCTION BY SOCIAL AGENTS AND OBSERVATION OF THE STANDARDS OF OTHERS) INVOLVED IN THE ACQUISITION OF SELF-REWARD PATTERNS WILL BE DESIGNED INTO TWO EXPERIMENTS. STUDENTS IN GRADES 3 AND 4 WILL BE ASKED TO PARTICIPATE WITH AN ADULT (THE TRAINING AGENT) IN A TASK (A BOWLING GAME). TOKEN REWARDS WILL BE AVAILABLE DURING THE TRAINING SESSIONS. TREATMENT CONDITIONS WILL INVOLVE VARIATIONS IN THE TRAINING AGENT'S SOCIAL CHARACTERISTICS AND IN THE MATERIAL VALUE ASSOCIATED WITH THE TOKENS. THE SUBJECTS UNDER BOTH CONDITIONS WILL BE EXPOSED TO THE REWARD CRITERION IN WHICH TOKENS WILL BE TAKEN ONLY FOR THE HIGHEST POSSIBLE SCORE ON THE TASK. THE SUBJECTS WILL BE PERMITTED TO PERFORM THE TASK ALONE WHILE BEING OBSERVED THROUGH A ONE-WAY VISION SCREEN AFTER EXPOSURE TO THE TRAINING SESSIONS. THE SELF-REWARD CRITERIA OF THE SUBJECTS WILL BE OPERATIONALLY MEASURED BY THEIR SELF-ADMINISTRATION OF TOKENS DURING THE TEST SITUATION. (RS)

EP 010 662 24

A METHOD OF SELF-EVALUATION FOR COUNSELOR EDUCATION.

INVESTIGATOR- MARTIN, DONALD G.
GEORGIA UNIV., ATHENS

BUREAU NUMBER BR-7-D-001 PROP DATE 67
GRANT OEG-2-7-070001-3140

DESCRIPTORS- *BEHAVIOR RATING SCALES, *COUNSELOR TRAINING, *EVALUATION TECHNIQUES, *MEASUREMENT TECHNIQUES, *SELF CONCEPT, *SELF EVALUATION, ATHENS, ATTITUDE TESTS, GEORGIA, GROUP BEHAVIOR, TEST RESULTS, TEST VALIDITY,

START DATE 04-01-67 END DATE 01-31-68

A METHOD OF COUNSELOR SELF-EVALUATION WILL BE TESTED, AND ITS USE AS A COUNSELOR EDUCATION DEVICE WILL BE STUDIED. THE INVESTIGATION WILL ALSO ATTEMPT TO SHOW THAT BOTH THE COUNSELOR'S STRENGTH OF SELF-CONCEPT AND HIS DEGREE OF DEFENSIVENESS WILL SHOW A SIGNIFICANT CORRELATION WITH HIS ACCURACY OF SELF-EVALUATION OF COUNSELING PERFORMANCE. IN ADDITION, FOUR PSYCHOTHERAPEUTIC INTERACTION SCALES WILL BE TESTED FOR RELIABILITY. AN EXPERIMENTAL SAMPLE OF 30 MASTER'S DEGREE CANDIDATES WILL BE RANDOMLY DIVIDED INTO TWO EQUAL GROUPS. BOTH GROUPS WILL PARTICIPATE IN THE SAME COUNSELING PRACTICUM, BE EXPOSED TO THE SAME INSTRUCTORS, AND PURSUE THE SAME GRADUATE PROGRAM. ONLY THE EXPERIMENTAL GROUP WILL USE THE SELF-EVALUATION METHOD. RAW DATA WILL BE OBTAINED FROM THE SELF-EVALUATIONS AND INSTRUCTOR EVALUATIONS. TO PROVIDE A MEASURE OF THE VALUE OF THE SELF-EVALUATION METHOD FOR COUNSELOR EDUCATION, ANALYSIS WILL BE MADE OF THE INSTRUCTOR EVALUATIONS OF TAPE-RECORDED COUNSELING SESSIONS OF BOTH GROUPS TO CHECK FOR CHANCE AGREEMENT AND TO MEASURE GROUP MEAN DIFFERENCES. TEST RESULTS WILL NOT BE USED BY THE UNIVERSITY TO EVALUATE THE SUBJECTS IN ANY WAY BUT WILL BE USED SOLELY FOR THE MEASUREMENT OF GROUP SELF-CONCEPT CHANGE. (GD)

EP 010 663 24
INVENTORY SYSTEMS LABORATORY.
INVESTIGATOR- HADDOR, ELIEZER
JOHNS HOPKINS UNIV., BALTIMORE, MD.
BUREAU NUMBER BR-7-C-015 PROP DATE 09 AUG 66
CONTRACT OEC-2-7-070015-3111

DESCRIPTORS- *AUTOINSTRUCTIONAL AIDS, *BUSINESS EDUCATION, *COMPUTER ASSISTED INSTRUCTION, *COMPUTER BASED LABORATORIES, *COMPUTER ORIENTED PROGRAMS, *SYSTEMS APPROACH, BALTIMORE, EXPERIMENTAL TEACHING, MARYLAND, MODELS, OPERATIONS RESEARCH, PROGRAM COSTS, PROGRAM EVALUATION, SIMULATION,

START DATE 03-06-67 END DATE 12-05-67

A SHARED COMPUTER LABORATORY WILL BE SET UP FOR THE STUDY OF BUSINESS INVENTORY SYSTEMS BASED ON THE EXISTING COLLEGE BUSINESS CURRICULUM. THE LABORATORY WILL BE USED AND EVALUATED AS A TEACHING DEVICE IN SUCH COURSES AS INVENTORY SYSTEMS, OPERATIONS RESEARCH, STATISTICAL METHODS, COMPUTER ART AND SCIENCE, AND MEASUREMENT AND EXPERIMENTATION. THE SHARED COMPUTER WILL BE USED TO SIMULATE REAL SITUATIONS, EVALUATE THE EFFECT OF DECISIONS, AND COMPUTE COSTS. MANUALS WILL BE PREPARED FOR THE USE OF STUDENTS AND INSTRUCTORS. IT IS HOPED THAT THE LABORATORY WILL BECOME A PERMANENT TEACHING AID AND THAT THE METHOD DEVELOPED WILL BE READILY EXTENDIBLE FOR USE IN OTHER COURSES. (GD)

EP 010 664 24
A STUDY OF UNDERGRADUATE PROGRAM FOR SCIENCE TEACHERS.
INVESTIGATOR- BRUCE, MATTHEW
NATIONAL SCIENCE TEACHERS ASSN., WASHINGTON, D.C.
BUREAU NUMBER BR-7-C-001 PROP DATE 67
CONTRACT OEC-2-7-070001-3132

DESCRIPTORS- *CURRICULUM EVALUATION, *PROGRAM EVALUATION, *SCIENCE EDUCATION, *STUDENT TEACHERS, *TEACHER EDUCATION, *TEACHING TECHNIQUES, COURSE OBJECTIVES, CURRICULUM ENRICHMENT, CURRICULUM RESEARCH, DISTRICT OF COLUMBIA, IDENTIFICATION, IMPROVEMENT PROGRAMS, SCIENCE CURRICULUM, SECONDARY SCHOOLS,

START DATE 04-01-67 END DATE 09-30-68

CRITERIA WILL BE DEVELOPED TO IDENTIFY EFFECTIVE PROGRAMS FOR THE PRESERVICE EDUCATION OF SECONDARY SCIENCE TEACHERS. STUDENT TEACHING PRACTICES AND SPECIAL METHODS COURSES IN SCIENCE WILL BE STUDIED AT 10 UNIVERSITIES AND COLLEGES. A LOCAL PROJECT COORDINATOR WILL BE ASKED TO COOPERATE IN PLANNING INTERVIEWS WITH SELECTED TEACHERS AND ADMINISTRATORS IN THE REGION. THE CRITERIA FOR IDENTIFYING EFFECTIVE PROGRAMS WILL BE DEVELOPED BY A GROUP OF FIVE CONSULTANTS FROM A STUDY OF THE DATA GATHERED. THE CRITERIA DEVELOPED AND THE COLLECTED DATA WILL BE INCLUDED IN THE FINAL REPORT ALONG WITH IMPLICATIONS FOR SCIENCE EDUCATION AND RECOMMENDATIONS FOR FURTHER STUDY. (AL)

EP 010 665 24
A FEASIBILITY STUDY OF A CENTRAL COMPUTER FACILITY FOR AN EDUCATIONAL SYSTEM.
INVESTIGATOR- LEWIS, D.G.
GENERAL LEARNING CORP., WASHINGTON, D.C.
BUREAU NUMBER BR-7-9000 PROP DATE 20 FEB 67
CONTRACT OEC-1-7-079000-3525

DESCRIPTORS- *COMPUTER ORIENTED PROGRAMS, *EDUCATIONAL FACILITIES, *FEASIBILITY STUDIES, *SYSTEM ANALYSIS, *SYSTEMS APPROACH, DESIGN, DISTRICT OF COLUMBIA, EDUCATIONAL RESEARCH, EVALUATION TECHNIQUES, OPERATIONS RESEARCH, PROGRAM COSTS, PROGRAM EVALUATION, TASK PERFORMANCE,

START DATE 04-20-67 END DATE 09-07-67

THREE MAJOR TASKS WILL BE PERFORMED IN THIS FEASIBILITY STUDY OF A CENTRAL COMPUTER FACILITY FOR A HYPOTHETICAL EDUCATIONAL COMMUNITY OF 50 SCHOOLS HOUSING 100,000 STUDENTS. THE FIRST TASK WILL BE A FUNCTIONAL ANALYSIS, THE END PRODUCT OF WHICH WILL BE A SPECIFICATION OF THE PERFORMANCE REQUIREMENTS OF THE SYSTEM. THE SECOND TASK WILL BE A DESIGN SYNTHESIS TASK WHEREIN ALTERNATIVE DESIGNS WILL BE GENERATED AND CONTINUALLY REFINED ON THE BASIS OF THE EVALUATION OF THE PERFORMANCE AND COST OF EACH. THE THIRD TASK, IN SUPPORT OF THE SECOND, WILL BE THAT OF DEVELOPING AND APPLYING METHODS FOR EVALUATING THE PERFORMANCE OF ALTERNATIVE DESIGNS AND FOR SELECTING RECOMMENDED SYSTEMS ON THE BASIS OF COST AND PERFORMANCE. UPON COMPLETION OF THESE TASKS, PRELIMINARY DESIGN SPECIFICATIONS FOR SIMULATION MODELS WILL BE DEVELOPED FOR A TIME-SHARE SYSTEM AND A MULTIPROGRAMED SYSTEM. THESE MODELS SHOULD SERVE AS TOOLS FOR THE DESIGN AND EVALUATION OF SYSTEMS WHICH ARE SIMILAR IN FUNCTIONAL PERFORMANCE BUT DIFFERENT IN THE NUMBER OF STUDENTS AND SCHOOLS SERVED. (GD)

EP 010 666 24
EXPLORATION OF SIMULATION AS A RETIREMENT EDUCATION TECHNIQUE.
INVESTIGATOR- SPRAGUE, NORMAN
NATIONAL COUNCIL ON THE AGING INC., NEW YORK, N.Y.
BUREAU NUMBER BR-7-8249 PROP DATE 23 NOV 66
GRANT OEG-1-7-078249-2804

DESCRIPTORS- *ADULT EDUCATION, *DECISION MAKING SKILLS, *MODELS, *MOTIVATION TECHNIQUES, *SIMULATION, EDUCATIONAL BENEFITS, EDUCATIONAL PSYCHOLOGY, EVALUATION TECHNIQUES, NEW YORK, NEW YORK CITY, SIMULATED ENVIRONMENT,

START DATE 05-01-67 END DATE 10-31-67

THIS STUDY WILL BE DIRECTED TOWARD EXPLORING THE USE OF SIMULATION AS A MEANS OF PRESENTING THE REALITIES OF POST-RETIREMENT YEARS TO WORKERS APPROACHING RETIREMENT AGE. ANSWERS WILL BE SOUGHT FOR TWO QUESTIONS--(1) CAN MODELS BE BUILT THAT SIMULATE THE IMPORTANT DECISIONS TO BE MADE BY PERSONS APPROACHING RETIREMENT IN SUCH A WAY THAT RETIREMENT PROBLEMS WOULD APPEAR REALISTIC AND MEANINGFUL, AND (2) WILL THE SIMULATION TECHNIQUE PRODUCE ENOUGH INTEREST AMONG OLDER WORKERS TO MOTIVATE THEM TO PLAN THEIR RETIREMENT EARLY ENOUGH TO HAVE A CHOICE OF ALTERNATIVES. STEPS TO BE TAKEN IN THIS PROJECT ARE (1) A REVIEW OF THE TYPES OF DECISIONS THAT MUST BE MADE BY MOST WORKERS, (2) IDENTIFICATION OF INTERRELATIONS OF PROBLEM AREAS AND OF THE POINTS IN THE WORKER'S LIFE WHERE SOME DECISIONS CAN BE MADE TO THE BEST ADVANTAGE, (3) IDENTIFICATION OF THE PRINCIPLES USED IN OTHER DECISION-MAKING GAMES AND THE DEVELOPMENT OF NEW GAMES FOR RETIREMENT SIMULATION, AND (4) EXPLORATORY TESTING OF

PRELIMINARY MODELS WITH GROUPS OF OLDER WORKERS. ONLY THE LARGE MIDDLE GROUP OF WORKERS WHOSE RESOURCES ARE LIMITED BUT ADEQUATE FOR RETIREMENT WILL BE CONSIDERED IN THIS STUDY. (AL)

EP 010 667 48
A PILOT STUDY IN TEACHING SPANISH--AN INTENSIVE APPROACH.
INVESTIGATOR- WILLIAMSEN, VERN G.
WESTMINISTER COLL., FULTON, MO.
BUREAU NUMBER BR-7-8186 PROP DATE 22 OCT 66
CONTRACT OEC-3-7-078186-3126

DESCRIPTORS- *COLLEGE STUDENTS, *LANGUAGE INSTRUCTION, *PILOT PROJECTS, *SPANISH, *SUMMER PROGRAMS, ACHIEVEMENT GAINS, COMPARATIVE ANALYSIS, FULTON, INTEGRATED ACTIVITIES,

START DATE 03-16-67 END DATE 07-15-68

A SUMMER PROGRAM OF COLLEGE-LEVEL SPANISH INSTRUCTION WILL BE CONDUCTED TO DETERMINE IF 8 WEEKS OF INTENSIVE STUDY CAN ACHIEVE RESULTS EQUAL TO OR BETTER THAN THOSE OBTAINED IN A REGULAR, FULL-YEAR INTERMEDIATE COLLEGE COURSE. A COURSE OF STUDY PLANNED AS AN INTEGRATED UNIT WILL BE PURSUED BY 25 COLLEGE STUDENTS WHO HAVE HAD NO PREVIOUS SPANISH STUDY IN COLLEGE. THE INTENSIVE PROGRAM WILL INCLUDE LABORATORY AND DISCUSSION SESSIONS OF 6 TO 8 HOURS PER DAY. EVENING STUDY SESSIONS WILL ALSO BE INCLUDED FOR THE STUDENTS WHO WILL BE AIDED BY TRAINED LANGUAGE INFORMANTS. COLLEGE CREDIT WILL BE GRANTED TO THE PARTICIPANTS ACCORDING TO THEIR LEVEL OF ACHIEVEMENT. ALL PARTICIPANT STUDENTS WILL BE REQUIRED TO CONTINUE THEIR STUDY FOR AT LEAST 1 YEAR FOLLOWING THE PROGRAM. DATA WILL BE GATHERED FROM COLLEGE RECORDS AND A SERIES OF ACHIEVEMENT TESTS TO BE ADMINISTERED ACCORDING TO PRE- AND POST-TEST PROCEDURES. POST-TESTS WILL BE ADMINISTERED TO THE PARTICIPANTS AND A CONTROL GROUP UPON COMPLETION OF THE SECOND YEAR OF THE REGULAR COURSE OF SPANISH STUDY. (RS)

EP 010 668 24
STRUCTURE AND FUNCTION IN EDUCATIONAL CINEMA.
INVESTIGATOR- PRYLUCK, CALVIN
PURDUE RESEARCH FOUNDATION, LAFAYETTE, IND.
BUREAU NUMBER BR-7-8135 PROP DATE 67
GRANT OEG-3-7-078135-3139

DESCRIPTORS- *COMMUNICATIONS, *EDUCATIONAL THEORIES, *INSTRUCTIONAL FILMS, *RESEARCH METHODOLOGY, *STRUCTURAL ANALYSIS, INDIANA, LAFAYETTE, LEARNING EXPERIENCE,

START DATE 04-01-67 END DATE 03-31-68

THE PSYCHOLINGUISTICS OF CINEMA AS RELATED TO FILM COMMUNICATION IN EDUCATION WILL BE STUDIED. THE ATTEMPT WILL BE TO ELABORATE THE ELEMENTAL PHYSICAL AND STRUCTURAL CHARACTERISTICS OF FILM TO DETERMINE THEIR INFORMATIONAL INTERACTIONS WITH THE LEARNER. AN EVALUATIVE REVIEW OF BOTH CINEMA AND EDUCATIONAL LITERATURE WILL BE CONDUCTED TO CONTINUE THE DEVELOPMENT OF A THEORETICAL FRAMEWORK FOR ANALYZING THE ORGANIZATION AND PRODUCTION OF EDUCATIONAL AND FILM COMMUNICATIONS. RESEARCH STRATEGY FOR ANALYZING THE LINGUISTIC STRUCTURE OF FILM COMMUNICATIONS WILL ALSO BE CONTINUED. THE DEVELOPMENT OF THESE STRATEGIES WILL INCLUDE AN EVALUATIVE REVIEW OF METHODOLOGY IN INSTRUCTIONAL FILM AND PSYCHOLINGUISTIC RESEARCH. IN SUPPORT OF THIS DEVELOPMENT, THREE PILOT STUDIES WILL BE CONDUCTED THAT WILL BE CONCERNED WITH (1) CHUNKING CHARACTERISTICS (ORGANIZATION OF FILM FRAMES AND WORDS INTO SCENES), (2) ASSOCIATIVE MEANING CHARACTERISTICS, AND (3) AFFECTIVE MEANING CHARACTERISTICS. (RS)

EP 010 669 24
THE RELATIONSHIP OF MEASURES OF ATTAINMENT VALUE AND ACHIEVEMENT EXPECTANCY TO THE READING ACHIEVEMENT OF FIRST-GRADE CHILDREN FROM LOW-INCOME FAMILIES.
INVESTIGATOR- WOOD, FRANK H.
MINNESOTA UNIV., MINNEAPOLIS
BUREAU NUMBER BR-7-8111 PROP DATE AUG 66
CONTRACT OEC-3-7-078111-3137

DESCRIPTORS- *ASPIRATION, *DISADVANTAGED YOUTH, *GRADE 1, *MEASUREMENT INSTRUMENTS, *READING ACHIEVEMENT, *STUDENT MOTIVATION, ACHIEVEMENT RATING, LOW INCOME, MINNEAPOLIS, MINNESOTA,

START DATE 04-01-67 END DATE 09-30-67

TO MEET A NEED FOR SUITABLE METHODS TO MEASURE THE MOTIVATION OF YOUNG CHILDREN, A STUDY WILL BE MADE TO DETERMINE THE VALUE OF PROCEDURES FOR DEFINING OPERATIONALLY THE "ATTAINMENT VALUE" PLACED ON ACHIEVEMENT IN READING AND THE "EXPECTANCY FOR SUCCESSFUL ACHIEVEMENT" IN READING BY GRADE 1 CHILDREN FROM LOW INCOME FAMILIES. THE SAMPLE, 60 CHILDREN, WILL BE TESTED INDIVIDUALLY IN THE FALL AND AGAIN IN THE SPRING USING THE PROCEDURES BEING STUDIED WHICH DO NOT REQUIRE SKILL IN READING OR WRITING. IN ADDITION TO OBTAINING MEASURES OF THE MOTIVATIONAL DETERMINANTS, TEACHER RATINGS OF ACHIEVEMENT EFFORTS BY THE STUDENTS WILL ALSO BE OBTAINED. THE ANALYSIS WILL FOCUS ON THE DEGREE OF RELATIONSHIP BETWEEN THE STUDENTS' EXPRESSED MOTIVATION TO ACHIEVE IN SCHOOL ACTIVITIES AND THEIR ACTUAL ACHIEVEMENT LEVEL AND EFFORTS. READING ACHIEVEMENT EFFORTS AND READING ACHIEVEMENT LEVEL WILL BE USED AS CRITERION MEASURES. CONTROL WILL BE MADE FOR DIFFERENCES BETWEEN SEXES, RACES (NEGRO-WHITE), AND CLASSROOM GROUPS IN THE ANALYSIS OF DATA. (RS)

EP 010 670 24
TRIAL AND TESTING OF AN EXPERIMENTAL GUIDANCE CURRICULUM.
INVESTIGATOR- SHERMAN, VIVIAN S.
AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES
BUREAU NUMBER BR-7-8091 PROP DATE 12 AUG 66
GRANT OEG-1-7-078091-3022

DESCRIPTORS- *CAREER DEVELOPMENT, *CURRICULUM DEVELOPMENT, *CURRICULUM EVALUATION, *GUIDANCE PROGRAMS, *JUNIOR HIGH SCHOOLS, COMPARATIVE ANALYSIS, MATERIAL DEVELOPMENT, PENNSYLVANIA, PITTSBURGH, SELF CONCEPT, STUDENT MOTIVATION,

START DATE 06-01-67 END DATE 12-31-67

VOCATIONAL GUIDANCE MATERIALS PLANNED TO INCREASE SELF-UNDERSTANDING AND MOTIVATION IN CAREER PLANNING IN STUDENTS IN GRADES 7-9 WILL BE TESTED IN THE CLASSROOM. THE PURPOSE OF THE STUDY IS TO DETERMINE THE EFFECTIVENESS OF THE APPROACH USED TO ACHIEVE THESE COMPLEX BEHAVIORS. ENGLISH

TEACHERS WILL BE RANDOMLY SELECTED FROM A PARTICIPATING SCHOOL DISTRICT AND DIVIDED TO TEACH THE EXPERIMENTAL AND CONTROL GROUPS. DEMONSTRATION OF THE MATERIALS IN A CLASSROOM WILL BE CONDUCTED TO TRAIN THE EXPERIMENTAL TEACHERS. PRETESTS WILL BE ADMINISTERED TO ALL STUDENTS IN BOTH GROUPS. THE EXPERIMENTAL CURRICULUM WILL BE PROVIDED TO THE TREATMENT GROUPS FOR A PERIOD OF 4 TO 6 WEEKS. CONTROL GROUPS WILL RECEIVE NO SPECIAL CURRICULUM EXPERIENCE. IMMEDIATE POST-TESTS WILL BE ADMINISTERED TO ALL GROUPS AT THE CONCLUSION OF THE TREATMENT, FOLLOWED BY DELAYED POST-TESTS 2 MONTHS LATER. RESULTS WILL BE ANALYZED FOR THE TWO POST-TEST PERIODS AND INFERENCES DRAWN OF THE EFFECTIVENESS OF THE MATERIALS AND THEIR ABILITY TO BRING ABOUT DESIRED CHANGES IN AFFECTIVE BEHAVIOR. (RS)

EP 010 671 4D
MATERIALS FOR THE EDUCATION OF HANDICAPPED CHILDREN. PHASE I, DEAF.
INVESTIGATOR- HEAD, HURDOCK
GEORGE WASH. UNIV., WASH., D.C.
BUREAU NUMBER BR-7-0394 PROP DATE 17 OCT 66
GRANT OEG-2-7-070394-3025

DESCRIPTORS- *DATA COLLECTION, *DEAF EDUCATION, *FOREIGN COUNTRIES, *INFORMATION DISSEMINATION, *MATERIAL DEVELOPMENT, DISTRICT OF COLUMBIA, EDUCATIONAL IMPROVEMENT, FILM PRODUCTION, INNOVATION,

START DATE 04-06-67 END DATE 04-05-68

A PROGRAM TO IMPROVE THE DISSEMINATION OF INFORMATION ABOUT INNOVATIONS IN DEAF EDUCATION WILL BE ESTABLISHED. MATERIALS WILL BE GATHERED IN THE UNITED STATES AND IN EUROPE TO PRODUCE A GROUP OF THREE FILMS THAT WILL MAKE INFORMATION OF NEW APPROACHES TO THE EDUCATION OF DEAF CHILDREN AVAILABLE TO TEACHERS, SCHOLARS, AND SCIENTISTS. A WRITTEN TEST AND A SET OF SLIDES WILL BE PREPARED TO ACCOMPANY EACH FILM TO PROVIDE A MULTIMEDIA SYSTEM FOR COMMUNICATION. THE ULTIMATE GOAL OF THIS PROGRAM IS TO ESTABLISH CENTERS IN VARIOUS COUNTRIES FOR THE COLLECTION AND TRANSMISSION OF INFORMATION AND MATERIALS RELEVANT TO THE EDUCATION OF THE DEAF. (AL)

EP 010 672 08
COMPUTER-AIDED DRAFTING AND DESIGN - SUMMER INSTITUTE.
INVESTIGATOR- MORPHONIOS, ALEX G.
MIAMI-DADE JUNIOR COLL., FLA.
BUREAU NUMBER BR-7-0435 PROP DATE 67
GRANT OEG-2-7-070435-3135

DESCRIPTORS- *AUTOMATION, *COMPUTER ASSISTED INSTRUCTION, *DRAFTING, *INDUSTRIAL ARTS, *INSTITUTE TYPE COURSES, DESIGN CRAFTS, EDUCATIONAL IMPROVEMENT, FLORIDA, MIAMI, SUMMER PROGRAMS,

START DATE 04-14-67 END DATE 08-31-67

A SUMMER INSTITUTE TRAINING PROGRAM IN COMPUTER-AIDED DRAFTING AND DESIGN WILL BE HELD TO PROVIDE A BASIS FOR THE PARTICIPANTS TO UNDERSTAND AND USE THIS RECENT DEVELOPMENT IN AUTOMATION. COMPUTER PROGRAMS WHICH AUTOMATE DRAFTING, DESIGN COMPUTING, AND CONTROL OF MACHINE TOOLS WILL BE PRESENTED, AND LABORATORY PROJECTS WILL BE EMPLOYED TO DEVELOP PROFICIENCY IN EQUIPMENT USE AND PROBLEM SOLVING. THE LECTURES AND DEMONSTRATIONS WILL BE PRESENTED BY LEADERS IN THE FIELD AND WILL BE DESIGNED TO MEET THE SPECIFIC NEEDS OF THE PARTICIPANTS. (GD)

EP 010 673 4D
A PILOT EVALUATION OF INSTRUCTIONAL MATERIAL CENTERS.
INVESTIGATOR- ORR, DAVID B.
AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES
BUREAU NUMBER BR-7-0438 PROP DATE 28 OCT 66
GRANT OEG-2-7-070438-3027

DESCRIPTORS- *HANDICAPPED CHILDREN, *INSTRUCTIONAL MATERIALS CENTERS, *PILOT PROJECTS, *PROGRAM EVALUATION, *TEACHER ATTITUDES, EDUCATION SERVICE CENTERS, INSTRUCTIONAL INNOVATION, INTERVIEWS, MARYLAND, SILVER SPRING, SPECIAL SERVICES, SURVEYS, SYSTEMS ANALYSIS,

START DATE 05-01-67 END DATE 01-31-68

TWO INSTRUCTIONAL MATERIAL CENTERS WILL BE EVALUATED AS PROTOTYPES OF A SYSTEM OF SUCH CENTERS, ESTABLISHED BY THE U.S. OFFICE OF EDUCATION FOR ACQUISITION, EVALUATION, AND DISSEMINATION OF MATERIALS AND PROCEDURES RELEVANT TO THE EDUCATION OF HANDICAPPED CHILDREN. EVALUATION WILL FOCUS ON THE IMPACT OF THE CENTERS ON THE SPECIAL EDUCATION TEACHER. AN INVENTORY OF THE ACTIVITIES OF THE INSTRUCTIONAL MATERIAL CENTERS WILL BE TAKEN AND OBJECTIVES EXAMINED. STRUCTURED INTERVIEWS WILL BE DEVELOPED AND USED TO GATHER DATA FROM ABOUT 250 TEACHERS AND ABOUT 50 SUPERVISORS. DATA WILL BE CATEGORIZED AND CONTENT ANALYZED TO DETERMINE "COST VERSUS PAYOFF" FOR VARIOUS ACTIVITIES. ANALYSIS WILL BE CARRIED OUT SEPARATELY FOR THE TWO CENTERS, AND PRESENT PLANS CALL FOR ANALYSIS WITHIN THE THREE MAJOR ACTIVITY AREAS OF ACQUISITION, EVALUATION, AND DISSEMINATION. (JH)

EP 010 674 08
PRESERVICE EDUCATION OF OFFICE OCCUPATIONS TEACHERS.
INVESTIGATOR- PASEWARK, WILLIAM R.
TEXAS TECHNOLOGICAL COLL., LUBBOCK
BUREAU NUMBER BR-7-0450 PROP DATE 30 MAR 67
GRANT OEG-1-7-070450-3524

DESCRIPTORS- *BEGINNING TEACHERS, *OFFICE OCCUPATIONS, *PRESERVICE EDUCATION, *TEACHER SEMINARS, *VOCATIONAL EDUCATION, DEMONSTRATION PROGRAMS, INFORMATION DISSEMINATION, INSTITUTE TYPE COURSES, LEARNING EXPERIENCE, LUBBOCK, REGIONAL PROGRAMS, SKILL DEVELOPMENT, SUMMER WORKSHOPS, TEACHER EDUCATION, TEXAS,

START DATE 05-01-67 END DATE 11-01-67

A 4-WEEK SUMMER WORKSHOP WILL BE ORGANIZED AND CONDUCTED TO PROVIDE 40 BEGINNING TEACHERS OF OFFICE OCCUPATIONS WITH SKILLS AND EXPERIENCES FOR CONDUCTING VOCATIONAL OFFICE EDUCATION PROGRAMS IN THEIR LOCAL SCHOOLS LOCATED IN SEVERAL STATES. DAILY 3-HOUR SEMINARS WILL BE HELD FOR INSTRUCTION IN THE ADMINISTRATION AND TEACHING OF OFFICE OCCUPATIONS PROGRAMS. EIGHTY PERCENT OF THESE SEMINARS WILL BE FOLLOWED BY 2 1/2-HOUR PRACTICUMS DESIGNED TO PROVIDE FOR THE EVALUATION AND PRACTICAL APPLICATION OF THEORY AND KNOWLEDGE ABOUT OFFICE EDUCATION. INSTRUCTION DURING THESE LATTER

SESSIONS WILL BE FOCUSED ON TEACHER PREPARATION WITHIN THE TAXONOMIC CLUSTERS OF OFFICE OCCUPATIONS AS DEFINED BY THE U.S. OFFICE OF EDUCATION. AFTER COMPLETION OF TRAINING, EACH PARTICIPANT WILL BE EXPECTED TO DISSEMINATE HIS TRAINING PROGRAM EXPERIENCES TO OTHER TEACHERS OF OFFICE OCCUPATIONS IN SCHOOLS IN HIS GEOGRAPHICAL AREA. AT THE CLOSE OF THE PROGRAM, PARTICIPANTS WILL BE TESTED AND WILL COMPLETE EVALUATIONS OF THE SEMINARS AND PRACTICUMS. THE TRAINING PROGRAM SHOULD SERVE AS A PROTOTYPE FOR SIMILAR PROGRAMS AT THE REGIONAL, STATE, AND LOCAL LEVELS. (JH)

EP 010 675 08

VOCATIONAL-TECHNICAL EDUCATION LEADERSHIP DEVELOPMENT.
INVESTIGATOR- SMITH, CLODUS R.
MARYLAND UNIV., COLLEGE PARK
BUREAU NUMBER BR-7-0451 PROP DATE 31 OCT 66
GRANT OEG-2-7-070451-3009

DESCRIPTORS- *EDUCATIONAL ADMINISTRATION, *LEADERSHIP, *SEMINARS, *SUPERVISORY METHODS, *VOCATIONAL EDUCATION, COLLEGE PARK, DEVELOPMENTAL PROGRAMS, INSTITUTE TYPE COURSES, MARYLAND, PROFESSIONAL EDUCATION, PROGRAM EVALUATION, TEACHER EDUCATION, TRAINING,

START DATE 03-01-67 END DATE 12-31-67

A SERIES OF FOUR 2-WEEK LEADERSHIP DEVELOPMENT SEMINARS WILL BE HELD OVER A 6-MONTH PERIOD TO DEVELOP UNDERSTANDINGS, ATTITUDES, AND APPRECIATIONS APPROPRIATE FOR SELECTED STATE AND LOCAL VOCATIONAL AND TECHNICAL EDUCATORS AND NEW FEDERAL EMPLOYEES WHO HAVE RESPONSIBILITIES FOR COMPREHENSIVE VOCATIONAL EDUCATIONAL PROGRAMS. EACH OF THE APPROXIMATELY 240 TRAINEES WILL PARTICIPATE IN ONE OF THE FOUR SEMINARS. THE SEMINARS WILL PRESENT INTEGRATED PROGRAMS OF TOPICS, INCLUDING (1) THE DEVELOPMENT AND USE OF SUPERVISORY AND ADMINISTRATIVE SKILLS, (2) FAMILIARIZATION WITH STATE AND LOCAL VOCATIONAL-TECHNICAL EDUCATIONAL PROGRAMS AND WITH TECHNIQUES OF WORKING WITH GOVERNMENTAL AGENCIES, (3) FAMILIARIZATION WITH NEW EDUCATIONAL METHODS, MEDIA, AND MATERIALS, AND (4) THE DEVELOPMENT OF SPECIFIC PLANNING AND RESEARCH METHODOLOGY FOR PROGRAMS IN VOCATIONAL-TECHNICAL EDUCATION. THE SEMINARS WILL BE EVALUATED THROUGH GROUP DISCUSSIONS, PERSONAL INTERVIEWS, AND QUESTIONNAIRES. (JH)

EP 010 676 08

SUMMER INSTITUTE TO PREPARE VOCATIONAL EDUCATORS FOR CURRICULUM DEVELOPMENT THROUGH ACTION RESEARCH.
INVESTIGATOR- RYAN, T.A.
OREGON STATE UNIV., CORVALLIS
BUREAU NUMBER BR-7-0497 PROP DATE 09 FEB 67
GRANT OEG-4-7-070497-3143

DESCRIPTORS- *CHANGE AGENTS, *CURRICULUM DEVELOPMENT, *INSTITUTE TYPE COURSES, *PROFESSIONAL EDUCATION, *VOCATIONAL EDUCATION, CORVALLIS, DECISION MAKING SKILLS, DEMONSTRATION PROGRAMS, EDUCATIONAL CHANGE, EDUCATIONAL RESEARCH, INSTRUCTIONAL INNOVATION, LEADERSHIP, OREGON, SEMINARS, SUMMER PROGRAMS,

START DATE 02-15-67 END DATE 02-14-68

A 4-WEEK SUMMER INSTITUTE WILL BE CONDUCTED TO EQUIP VOCATIONAL EDUCATORS IN LEADERSHIP POSITIONS WITH THE THEORETICAL KNOWLEDGE AND PRACTICAL SKILLS NEEDED TO DEVELOP BROAD-BASED CURRICULUMS AND TO BECOME QUALIFIED TO FILL THE ROLE OF CHANGE-AGENTS. THE INSTITUTE WILL USE PRINCIPLES AND TECHNIQUES OF ACTION RESEARCH AS A BASIS FOR TRAINING PARTICIPANTS TO USE A DECISION-MAKING MODEL FOR CURRICULUM DEVELOPMENT. THE INSTRUCTIONAL PROGRAM WILL BE DIVIDED INTO TWO AREAS--(1) A SEMINAR THAT WILL USE LECTURES AND DISCUSSION TO DEVELOP THEORY AND DESIGN OF CURRICULUM, AND (2) A PRACTICUM TO PROVIDE TRAINEES A CHANCE TO DEVELOP A CURRICULUM GUIDE. A LABORATORY TO BE CONDUCTED IN CONNECTION WITH THE PRACTICUM WILL PROVIDE DEMONSTRATIONS AND DISCUSSIONS OF INNOVATIVE CURRICULUMS IN OREGON AND CALIFORNIA, SYSTEMS ANALYSIS, JOB CLUSTERING, CURRICULUMS FOR THE DISADVANTAGED, AND FLEXIBLE SCHEDULING. (AL)

EP 010 677 08

A SUMMER INSTITUTE FOR THE IMPROVEMENT OF TECHNICAL TEACHER EDUCATION PROGRAMS.
INVESTIGATOR- ARNOLD, JOSEPH P.
PURDUE UNIV., LAFAYETTE, IND.
BUREAU NUMBER BR-7-0528 PROP DATE 28 OCT 66
GRANT OEG-3-7-070528-3018

DESCRIPTORS- *INSTITUTE TYPE COURSES, *PROGRAM GUIDES, *TEACHER EDUCATION, *VOCATIONAL EDUCATION, *VOCATIONAL SCHOOLS, CONFERENCES, HIGHER EDUCATION, INDIANA, INSERVICE PROGRAMS, LAFAYETTE, PROGRAM IMPROVEMENT, SUMMER PROGRAMS, TRAINING,

START DATE 03-15-67 END DATE 11-15-67

A 2-WEEK TRAINING CONFERENCE WILL BE HELD FOR 40 PARTICIPANTS SELECTED FROM AMONG VOCATIONAL-TECHNICAL TEACHER EDUCATION PERSONNEL. THE PRIMARY PURPOSE OF THIS PROGRAM WILL BE TO PROMOTE THE ESTABLISHMENT OF COMPREHENSIVE, QUALITY TECHNICAL TEACHER EDUCATION PROGRAMS. EMPHASIS WILL BE PLACED ON BACCALAUREATE PROGRAMS AS THE FOUNDATION FOR WHICH PARTICIPANTS WILL (1) DEVELOP SAMPLE PROGRAMS, (2) ANALYZE THE BACKGROUND AND SKILL NEEDS OF TECHNICAL TEACHERS, AND (3) COOPERATIVELY DEVELOP GUIDELINES FOR DEVELOPMENT OF QUALITY TEACHER EDUCATION PROGRAMS. PARTICIPANTS WILL TAKE PART IN PANEL DISCUSSIONS, AND THOSE WITH SPECIAL QUALIFICATIONS WILL MAKE PRESENTATIONS AND ASSIST IN PROGRAM PLANNING. THE CONFERENCE WILL ENABLE ALL PARTICIPANTS TO DEVELOP A THEORETICAL AND MOTIVATIONAL BASIS TO AID THE IMPLEMENTATION OF TECHNICAL TEACHER EDUCATION PROGRAMS IN THEIR OWN INSTITUTIONS. (AL)

EP 010 678 24

RESEARCHING CRUCIAL EDUCATIONAL ISSUES IN NORTHERN NEW ENGLAND.
INVESTIGATOR- AUSTIN, GILBERT R.
NEW HAMPSHIRE UNIV., DURHAM
BUREAU NUMBER BR-7-0634 PROP DATE 67
GRANT OEG-1-7-070634-1712

DESCRIPTORS- *EDUCATIONAL RESEARCH, *INDIVIDUALIZED PROGRAMS, *INSTITUTE TYPE COURSES, *LOCAL ISSUES, *PROFESSIONAL EDUCATION, DURHAM, INDIVIDUAL ACTIVITIES, MAINE, NEW HAMPSHIRE, REGIONAL PROGRAMS, RESEARCH METHODOLOGY, STATE PROGRAMS, STATISTICAL ANALYSIS, TRAINING, VERMONT,

START DATE 06-01-67 END DATE 08-31-68

AN INSTITUTE WILL BE HELD TO PROVIDE 6 WEEKS OF TRAINING IN EDUCATIONAL RESEARCH AND METHODOLOGY FOR 30 PROFESSIONAL EDUCATORS AND COUNSELORS EMPLOYED IN NEW HAMPSHIRE, MAINE, AND VERMONT. THE INSTITUTE WILL PROVIDE TRAINING THROUGH FOUR AREAS OF ACTIVITY--(1) PRESENT RESEARCH LITERATURE WILL BE STUDIED AND REVIEWED TO DETERMINE THE APPLICABILITY OF THE FINDINGS TO THE PARTICIPANT'S HOME SCHOOL DISTRICT, (2) EACH PARTICIPANT WILL DEVELOP A PIECE OF RESEARCH ON SOME SIGNIFICANT EDUCATIONAL PROBLEM THAT HAS RELEVANCE AND IMPORTANCE IN HIS HOME STATE OR SCHOOL DISTRICT, (3) METHODS OF RESEARCH AND USE OF STATISTICAL ANALYSIS FOR ACCEPTANCE OR REJECTION OF HYPOTHESES WILL BE STUDIED, AND (4) MODERN DATA PROCESSING EQUIPMENT WILL BE USED TO FACILITATE THE ENCODING AND ANALYSIS OF RESEARCH DATA. THIS TRAINING IS PLANNED TO PROVIDE THE AREA OF NEW HAMPSHIRE, MAINE, AND VERMONT WITH NEEDED TRAINED EDUCATIONAL RESEARCHERS. (AL)

EP 010 679 08

MEDICAL LABORATORY ASSISTANT TEACHER EDUCATION INSTITUTE PILOT PROGRAM.
INVESTIGATOR- COON, R.W.
NATIONAL COMMITTEE FOR CAREERS IN MEDICAL TECHNO.
BUREAU NUMBER BR-7-0635 PROP DATE 67
GRANT OEG-1-7-070635-3474

DESCRIPTORS- *CLINICS, *CURRICULUM PLANNING, *INSTITUTE TYPE COURSES, *MEDICAL EDUCATION, *TEACHER EDUCATION, CURRICULUM DEVELOPMENT, DISTRICT OF COLUMBIA, HEALTH EDUCATION, INSTRUCTIONAL TECHNOLOGY, PILOT PROJECTS, TEACHING METHODS, TRAINING,

START DATE 04-17-67 END DATE 12-16-67

A TEACHER EDUCATION INSTITUTE FOR MEDICAL TECHNOLOGISTS WILL BE PLANNED AND IMPLEMENTED ON A PILOT BASIS. THE INSTITUTE WILL OFFER A SHORT-TERM CURRICULUM (12 DAYS) FOR 15 TO 25 HEALTH EDUCATION INSTRUCTORS IN MEDICAL LABORATORY ASSISTANT TRAINING PROGRAMS. INCORPORATED INTO THE CURRICULUM WILL BE STUDIES IN STANDARDIZED TEACHING METHODS AND PARTICIPANT-ORIENTED CURRICULUM DEVELOPMENT WITH EMPHASIS ON NEW EDUCATIONAL METHODS, MEDIA, AND MATERIALS. (JH)

EP 010 680 24

RATIONALE FOR ELEMENTARY SCHOOL GUIDANCE.
INVESTIGATOR- COTTINGHAM, HAROLD F.
FLORIDA ST. UNIV., TALLAHASSEE
BUREAU NUMBER BR-7-0743 PROP DATE 18 JAN 67
CONTRACT OEC-2-7-070743-2987

DESCRIPTORS- *ATTITUDES, *CONCEPT FORMATION, *EDUCATIONAL PRINCIPLES, *GUIDANCE PROGRAMS, *OPINIONS, EDUCATIONAL GUIDANCE, EDUCATIONAL THEORIES, ELEMENTARY SCHOOL STUDENTS, FLORIDA, SURVEYS, TALLAHASSEE,

START DATE 03-01-67 END DATE 12-31-67

THE CONCEPTUAL ELEMENTS OF A RATIONALE FOR GUIDANCE IN THE ELEMENTARY SCHOOL WILL BE IDENTIFIED AND DEFINED, USING THE RESULTS OF RESEARCH AND GUIDANCE EXPERIENCE, AND THEORIES OF PHILOSOPHY, PSYCHOLOGY, AND EDUCATION. THE CONCEPTUAL AREAS TO BE CONSIDERED WILL BE (1) THE UNMET NEEDS OF SPECIFIC GROUPS OF CHILDREN, (2) THE FRUSTRATIONS OF TEACHERS WHEN SOLVING PUPIL PROBLEMS, (3) THE ANTICIPATED NEEDS OF CHILDREN IN RELATION TO FUTURE GUIDANCE AND PERSONNEL SERVICES, AND (4) THE NONINSTRUCTIONAL OBJECTIVES FOR THE GUIDANCE FUNCTION. A TENTATIVE POSITION STATEMENT ON ELEMENTARY SCHOOL GUIDANCE WILL BE DEVELOPED, BASED UPON RESEARCH AND THEORY. ITS CONTENTS WILL BE EVALUATED DURING A SERIES OF FIELD INTERVIEWS WITH SELECTED AUTHORITIES IN ELEMENTARY GUIDANCE AND ALLIED AREAS AND DISCIPLINES. IN ADDITION, TWO WORKING CONFERENCES WILL BE HELD TO REVIEW THE POSITION PAPER AND MAKE RECOMMENDATIONS. A FINAL REVISION OF THE POSITION PAPER WILL THEN BE MADE, USING DATA COLLECTED FROM THE FIELD INTERVIEWS, CONFERENCE REPORTS, AND LITERATURE SEARCHES. (JH)

EP 010 681 24

INTERNATIONAL CONFERENCE ON THEATRE EDUCATION AND DEVELOPMENT.
INVESTIGATOR- MORRISON, JACK
AMERICAN EDUCATIONAL THEATRE ASSN., WASH., D.C.
BUREAU NUMBER BR-7-0783 PROP DATE 21 MAR 67
GRANT OEG-1-7-070783-1713

DESCRIPTORS- *COMPARATIVE EDUCATION, *CONFERENCES, *EDUCATIONAL QUALITY, *INTERCULTURAL PROGRAMS, *THEATER ARTS, CULTURAL ENRICHMENT, DEVELOPMENTAL PROGRAMS, DISTRICT OF COLUMBIA, EDUCATIONAL POLICY, EDUCATIONAL RESPONSIBILITY, FINE ARTS,

START DATE 04-01-67 END DATE 12-31-67

AMERICAN THEATER EDUCATORS AND PROFESSIONALS WILL PARTICIPATE WITH FOREIGN INTERNATIONAL THEATER LEADERS IN A 4-DAY CONFERENCE ON THEATER EDUCATION AND ITS DEVELOPMENT. EXCHANGE OF KNOWLEDGE WILL BE SOUGHT IN THESE AREAS--(1) RELATING THE THEATER TO EDUCATION, (2) RELATING THE THEATER TO ITS DEVELOPING AUDIENCE, (3) TRAINING OF THEATER PERSONNEL (DEVELOPMENT AND OPERATION), (4) DEVELOPING AND IMPROVING ARTISTIC LEADERSHIP, AND (5) IMPROVING DESIGN FOR THEATRICAL FUNCTIONS. THE CONFERENCE WILL ELICIT AN INTERNATIONAL DIALOG ON THEATER EDUCATION, PROVIDING A FIRM BASE FOR LATER COMPARATIVE STUDIES AND EDUCATIONAL RESEARCH EFFORTS IN ALL THEATRICAL FIELDS, INCLUDING CHILDREN'S THEATER. (JH)

EP 010 682 08

SUMMER INSTITUTE TO TRAIN DATA PROCESSING TEACHERS FOR THE NEW OKLAHOMA STATE-WIDE COMPUTER SCIENCE SYSTEM, PHASE II.
INVESTIGATOR- TUTTLE, FRANCIS
OKLAHOMA STATE BOARD OF VOCAT. EDUC., STILLWATER
BUREAU NUMBER BR-7-0822 PROP DATE 13 FEB 67
GRANT OEG-1-7-070822-3486

DESCRIPTORS- *COMPUTER ORIENTED PROGRAMS, *DATA PROCESSING, *INSTITUTE TYPE COURSES, *TEACHER EDUCATION, *VOCATIONAL EDUCATION, COLLEGE INSTRUCTION, ELECTRONIC EQUIPMENT, HIGH SCHOOL GRADUATES, OKLAHOMA, OKLAHOMA STATE WIDE COMPUTER SCIENCE SYSTEM, PROGRAMING, SCIENCE INSTRUCTION, SCIENTIFIC METHODOLOGY, STILLWATER, SUMMER PROGRAMS, TRAINING,

START DATE 04-15-67 END DATE 06-30-68

AN 8-WEEK INSTITUTE TO PREPARE POST-HIGH SCHOOL DATA COMMUNICATIONS INSTRUCTORS FOR TEACHING A SECOND-YEAR CURRICULUM IN THE OKLAHOMA STATEWIDE COMPUTER SCIENCE SYSTEM WILL BE CONDUCTED DURING THE SUMMER OF 1967. THIS "SECOND-YEAR" INSTITUTE PROGRAM (PHASE II) WILL BE A CONTINUATION OF AN INSTITUTE HELD THE PRECEDING SUMMER (PHASE I) TO TEACH FIRST-YEAR COMPUTER SCIENCE TECHNOLOGY. THE PRESENT PROGRAM WILL OFFER TRAINING FOR 20 PARTICIPANTS IN ADVANCED LEVELS OF COST ACCOUNTING AND BUSINESS ORGANIZATION, COMPILER LANGUAGES, ASSEMBLY LANGUAGE PROGRAMING, EXECUTIVE SYSTEMS DATA COMMUNICATIONS, AND SYSTEMS ANALYSIS AND DESIGN. (THESE AND OTHER TOPICS HAVE BEEN INCORPORATED INTO THE ADVANCED CURRICULUM OF THE OKLAHOMA COMPUTER SCIENCE SYSTEM, CONSISTING OF TECHNICAL COMPUTER SCIENCE PROGRAMS IN FOUR VOCATIONAL-TECHNICAL SCHOOLS, THREE JUNIOR COLLEGES, AND ONE TECHNICAL INSTITUTE.) (JH)

EP 010 683 24

A HISTORICAL CASE STUDY OF THE EFFECTS OF EDUCATIONAL REFORM ON AN UNDERDEVELOPED AREA--SCOTLAND IN THE EIGHTEENTH CENTURY.

INVESTIGATOR- BULLOUGH, VERN L.

SAN FERNANDO VALLEY STATE COLL., NORTHRIDGE, CALIF

BUREAU NUMBER BR-6-1289 PROP DATE 67

CONTRACT OEC-4-7-061289-2962

DESCRIPTORS- *CASE STUDIES (EDUCATION), *EDUCATIONAL RESEARCH, *EDUCATIONAL THEORIES, *EUROPEAN HISTORY, *INNOVATION, CALIFORNIA, NORTHRIDGE, RESEARCH METHODOLOGY, RESEARCH PROJECTS, SOCIAL INFLUENCE, SOCIAL SCIENCES,

START DATE 02-15-67 END DATE 09-15-68

THE POSSIBLE RELATIONSHIP BETWEEN EDUCATIONAL REFORM AND INTELLECTUAL LEADERSHIP WILL BE INVESTIGATED THROUGH A HISTORICAL RESEARCH CASE STUDY OF EDUCATION IN SCOTLAND IN THE 18TH CENTURY. SOME EDUCATIONAL INNOVATIONS OF 18TH-CENTURY SCOTLAND INCLUDED CURRICULUM MODIFICATION, DEVELOPMENT OF NEW EDUCATIONAL MATERIAL, INTENSIFIED INSTRUCTION, MODIFICATION OF TEACHING METHODS, AND BASIC ATTEMPTS TO CHANGE EDUCATION CLIMATE. THE RESEARCH PROCEDURES WILL INCLUDE THE EXAMINATION OF THE EDUCATIONAL BACKGROUND, THE SCHOOL DISTRICTS, AND THE INSTITUTIONS WHICH PRODUCED SUCH MEN AS DAVID HUME, ADAM SMITH, AND JAMES WATT. COMPARISONS WILL BE MADE OF SIMILAR DISTRICTS AND INSTITUTIONS THAT DID NOT PRODUCE OUTSTANDING INTELLECTUAL LEADERS. THE STUDY WILL ALSO ATTEMPT TO IDENTIFY OUTSIDE INFLUENCES, PARTICULARLY FROM HOLLAND, THAT BROUGHT ABOUT THIS EDUCATIONAL REFORM. THE AUTHOR HOPES THAT THIS CASE STUDY WILL BE ABLE TO DEMONSTRATE FURTHER SUPPORT FOR SOME OF THE EDUCATIONAL INNOVATION USED TODAY TO MODIFY EDUCATION ENVIRONMENT AND AFFECT INDIVIDUAL AND GROUP ACHIEVEMENT FOR UNDERDEVELOPED AREAS. (PH)

EP 010 684 48

A STUDY OF AUDIOLINGUAL INSTRUCTION NEEDED BY SIXTH GRADE PUPILS PRIOR TO INTRODUCING READING IN FIRST YEAR SPANISH.

INVESTIGATOR- WINGARD, HAROLD B.

SAN DIEGO CITY SCHOOLS, CALIF.

BUREAU NUMBER BR-6-1362 PROP DATE 25 AUG 65

CONTRACT OEC-4-7-061362-2709

DESCRIPTORS- *AUDIOLINGUAL METHODS, *FLES PROGRAMS, *LANGUAGE INSTRUCTION, *PREREADING EXPERIENCE, *SPANISH, *TEACHER EVALUATION, *TEXTBOOK EVALUATION, ACADEMIC ACHIEVEMENT, CALIFORNIA, GRADE 6, LIMITED EXPERIENCE, PRIMER CURSO TEXTBOOK, SAN DIEGO, STUDENT REACTION, TEACHER ATTITUDES, TIME FACTORS (LEARNING),

START DATE 03-01-67 END DATE 02-28-68

AN EVALUATION OF THE SUITABILITY OF A TEXTBOOK SELECTED FOR SIXTH-GRADE SPANISH INSTRUCTION WILL BE MADE (1) TO DETERMINE HOW WELL THE MATERIAL IS SUITED TO USE BY FOREIGN LANGUAGE ELEMENTARY SCHOOL (FLES) TEACHERS AND (2) TO OBTAIN GUIDELINES FOR THE LENGTH OF TIME TO BE GIVEN TO THE PREREADING PHASE OF AUDIOLINGUAL INSTRUCTION. THE TEXT "PRIMER CURSO" (HOLT, RINEHART AND WINSTON, 1964) IS AUDIOLINGUALLY ORIENTED AND CONSISTS OF A TEXT, RECORDS, CHARTS, TAPES, TEACHERS MANUAL AND RECORD, PLUS UNIT TESTS. A SELECTION OF 50 CLASSES WILL BE GIVEN ORAL INSTRUCTION IN FIVE DIFFERENT LENGTHS OF TIME (2 TO 18 WEEKS), PRECEDING 20 WEEKS OF WORK WITH THE TEXTBOOK. THE EFFECTS OF THE LENGTH OF THE PREREADING PHASE ON LISTENING, SPEAKING, AND READING THE SPANISH LANGUAGE WILL BE MEASURED BY PRE- AND POST-TESTING. TEACHER EFFICIENCY WILL BE MEASURED BY THE MLA TEACHER PROFICIENCY TEST AND BY A CRITERION TEST (PRIMER CURSO) OF THE SPANISH LANGUAGE SKILLS ACHIEVED BY THE SIXTH-GRADE STUDENTS. SUPPLEMENTARY DATA WILL BE COLLECTED TO MEASURE THE EFFECTS OF THE DIFFERENT INSTRUCTIONAL TECHNIQUES ON THE PUPIL'S INTEREST IN LEARNING A FOREIGN LANGUAGE AND ON THE TEACHER'S EFFECTIVENESS AND INTEREST. PERTINENT DATA ON THE PROGRAM OPERATION AND PROBLEMS ENCOUNTERED WILL BE PROVIDED AT INTERVALS BY THE TEACHERS AND ADMINISTRATORS. (AL)

EP 010 685 24

THE CONDUCT OF INQUIRY INTO CONTROVERSIAL SOCIAL ISSUES.

INVESTIGATOR- MASSIALAS, BYRON G.

MICHIGAN UNIV., ANN ARBOR

BUREAU NUMBER BR-6-1678 PROP DATE NOV 65

CONTRACT OEC-3-7-061678-2942

DESCRIPTORS- *CLASSROOM COMMUNICATION, *DISCUSSION PROGRAMS, *EDUCATIONAL QUALITY, *PERSONAL VALUES, *SOCIAL PROBLEMS, ANN ARBOR, CIVICS, EMOTIONAL EXPERIENCE, FOUNDATION LEARNING, HUMANITIES INSTRUCTION, PROBLEM SOLVING, SECONDARY EDUCATION, SOCIAL STUDIES, STUDENT DEVELOPMENT, STUDENT TEACHER RELATIONSHIP, TEACHER IMPROVEMENT, THOUGHT PROCESSES,

START DATE 06-01-67 END DATE 03-31-69

HIGH SCHOOL CLASSROOM DISCUSSIONS OF CONTROVERSIAL ISSUES WILL BE RECORDED AND ANALYZED TO INVESTIGATE (1) HOW EMOTIONAL REACTIONS ARE AFFECTED BY INTELLECTUAL OPERATIONS AND VALUE JUDGMENTS AND (2) THE ROLE OF THE TEACHER IN THE RATIONAL EXAMINATION OF SOCIAL ISSUES. THE FIRST PHASE OF THIS PROJECT WILL INCLUDE THE USE OF A QUESTIONNAIRE TO SELECT APPROXIMATELY 20 CLASSES TO PARTICIPATE IN THE STUDY, THE RECORDING OF DISCUSSION SESSIONS, AND THE DEVELOPMENT OF A SET OF CATEGORIES FOR ANALYSIS OF CLASSROOM DISCOURSE THAT WILL BE SENSITIVE TO THE PRESENCE OR ABSENCE OF LOGICAL THOUGHT PROCESSES IN THE RESOLUTION OF AN EMOTIONALLY CHARGED ISSUE. A GROUP OF CLASSES IN BIOLOGY, ENGLISH, AND SOCIAL STUDIES WILL BE SELECTED FOR STUDY IN A SECOND PHASE WHICH

WILL (1) USE THE CATEGORY SYSTEM TO ANALYZE RECORDINGS OF DISCUSSIONS TO DETERMINE THE ROLES OF THE TEACHER IN THE TREATMENT OF SOCIAL CONTROVERSY, (2) USE TWO GROUPS OF CLASSROOMS TO COMPARE CLASSES IN WHICH THE QUALITY OF DISCOURSE AND INTELLECTUAL OPERATIONS IS HIGH WITH CLASSES IN WHICH THE QUALITY OF THESE PROCESSES IS LOW, AND (3) USE INTERVIEWS TO DETERMINE THE EXTENT TO WHICH SOCIAL AND PERSONAL FACTORS AFFECT STUDENT BEHAVIOR WHEN CONFRONTED WITH A CONTROVERSIAL ISSUE. THE RESULTS OF THESE STUDIES ARE TO BE USED TO DEVELOP A MODEL FOR USE OF EDUCATORS TO EXAMINE AND REVISE SECONDARY SCHOOL CURRICULUMS. (AL)

EP 010 686 08
CONCURRENT WORK - EDUCATION RESEARCH.
INVESTIGATOR- SCHILL, WILLIAM J.
ILLINOIS UNIV., URBANA
BUREAU NUMBER BR-6-2851 PROP DATE 15 MAR 66
GRANT OEG-1-7-062851-3533

DESCRIPTORS- *COMPARATIVE STATISTICS, *FEDERAL PROGRAMS, *STATISTICAL SURVEYS, *WORK EXPERIENCE PROGRAMS, *WORK STUDY PROGRAMS, HIGH SCHOOLS, ILLINOIS, JUNIOR COLLEGES, STATISTICAL ANALYSIS, URBANA,

START DATE 05-01-67 END DATE 04-31-68

DATA ON EXISTING CONCURRENT WORK-EDUCATION PROGRAMS IN HIGH SCHOOLS AND JUNIOR COLLEGES THROUGHOUT THE UNITED STATES WILL BE GATHERED AND COLLATED. COLLECTION OF THIS DATA IS NEEDED TO CONSOLIDATE AND SYSTEMATIZE THE DATA THAT EXIST RELATIVE TO CONCURRENT WORK-EDUCATION PROGRAMS OF THE VARIOUS GOVERNMENTAL OFFICES THROUGHOUT THE 50 STATES AND THE DISTRICT OF COLUMBIA. THE CONCURRENT WORK-EDUCATION PROGRAMS TO BE STUDIED ARE THOSE PROGRAMS IN PUBLIC SCHOOLS, NOT INCLUDING 4-YEAR COLLEGES, THAT PROVIDE STUDENTS WITH WORK EXPERIENCE AND FORMAL EDUCATION AS PARALLEL PROGRAMS DURING THE SAME CALENDAR PERIOD. THE DATA WILL BE GATHERED FROM THE DIFFERENT STATE OFFICES IN CHARGE OF THE PROGRAMS, THE U.S. OFFICE OF EDUCATION, AND THE PARTICIPATING SCHOOLS. THE SPECIFIC OBJECTIVES WILL BE TO (1) DETERMINE THE NUMBER AND CHARACTERISTICS OF STUDENTS ENROLLED IN CONCURRENT WORK-EDUCATION PROGRAMS, (2) DESCRIBE THE CHARACTERISTICS OF SCHOOLS HAVING CONCURRENT WORK-EDUCATION PROGRAMS, (3) DETERMINE THE RATIO OF CONCURRENT WORK-EDUCATION STUDENTS TO THE TOTAL STUDENT POPULATION, TEACHERS ASSIGNED, COORDINATORS, COUNSELORS, AND ADMINISTRATORS, AND (4) DESCRIBE THE DISTRIBUTION OF STUDENTS IN CONCURRENT WORK-EDUCATION PROGRAMS AMONG OCCUPATIONS. (PH)

EP 010 687 24
PATTERNS AND DETERMINANTS OF STUDENT AFFILIATION AT A PUBLIC URBAN COMMUTER COLLEGE.
INVESTIGATOR- BOLTON, CHARLES
PORTLAND STATE COLL., ORE.
BUREAU NUMBER BR-6-2573 PROP DATE 14 MAR 66
CONTRACT OEC-4-7-062573-2949

DESCRIPTORS- *COLLEGE STUDENTS, *PERSONAL INTERESTS, *SOCIAL ATTITUDES, *STUDENT PARTICIPATION, *STUDENT SCHOOL RELATIONSHIP, *TRANSFER STUDENTS, BEHAVIOR PATTERNS, COMMUNITY COLLEGES, DROPOUT CHARACTERISTICS, IDENTIFICATION, LONGITUDINAL STUDIES, MEASUREMENT INSTRUMENTS, OREGON, PERSISTENCE, PERSONAL ADJUSTMENT, PERSONAL RELATIONSHIP, PERSONALITY CHANGE, PORTLAND, SCHOOL ACTIVITIES, SOCIAL ADJUSTMENT,

START DATE 03-27-67 END DATE 03-26-68

SEVERAL ASPECTS OF STUDENT AFFILIATION WITH PORTLAND STATE COLLEGE, A NONRESIDENTIAL SCHOOL, WILL BE STUDIED ALONG WITH THE DIFFERENT PROCESSES WHICH PRODUCE VARYING DEGREES OF AFFILIATION AND DISAFFILIATION WITH THE SCHOOL. THE STUDY WILL FOCUS ON THREE PROBLEMS--(1) DEVELOPMENT OF QUANTITATIVE MEASURES OF THE COURSE OF STUDENT AFFILIATION WITH THE COLLEGE, (2) DETERMINATION OF THE NATURE AND POTENCY OF PERSONAL AND SOCIAL FACTORS WHICH CONTRIBUTE TO AFFILIATION WITH THE COLLEGE, AND (3) DETERMINATION OF WHETHER AFFILIATION, AS MEASURED IN THE STUDY, IS RELATED TO STUDENT DROPOUT AND RETENTION. SIX ASPECTS OF AFFILIATION (ABOVE MERE ENROLLMENT) WILL BE EXAMINED--(1) IDENTIFICATION WITH THE AMERICAN COLLEGIATE SYSTEM, (2) IDENTIFICATION WITH PORTLAND STATE COLLEGE PER SE, (3) IDENTIFICATION WITH THE COLLEGE AS AN INTELLECTUAL COMMUNITY, (4) IDENTIFICATION WITH FORMAL VOCATIONAL TRAINING ASPECTS OF THE COLLEGE, (5) AFFILIATION WITH EXTRACURRICULAR ACTIVITIES, AND (6) AFFILIATION WITH PEERS ATTENDING THE COLLEGE. THE STUDY WILL INCLUDE A RANDOM SAMPLE OF THE FRESHMAN CLASS OF FALL 1966 FOLLOWED THROUGH 3 YEARS OF COLLEGE, AND A SAMPLE OF TRANSFER STUDENTS WHO BEGAN COLLEGE IN FALL 1966 AND TRANSFER TO PORTLAND STATE COLLEGE DURING THE PERIOD OF STUDY. A CONTROL SAMPLE OF THE FRESHMAN CLASS OF 1966 WILL ALSO BE USED. ONE HALF OF THE CONTROL SAMPLE WILL BE ASKED TO COMPLETE AFFILIATION SCALES TWICE A YEAR, AND THE OTHER HALF WILL BE FOLLOWED THROUGH THE REGISTRAR'S RECORDS FOR DROPOUT PATTERN. (JH)

EP 010 688 24
LEARNING HIERARCHIES IN ELEMENTARY AND SECONDARY SCHOOL SUBJECTS.
INVESTIGATOR- GAGNE, ROBERT M.
CALIFORNIA UNIV., BERKELEY
BUREAU NUMBER BR-6-2949 PROP DATE 23 MAY 66
CONTRACT OEC-4-7-062949-3066

DESCRIPTORS- *EDUCATIONAL STRATEGIES, *EFFECTIVE TEACHING, *INDIVIDUAL DIFFERENCES, *INSTRUCTIONAL DESIGN, *INSTRUCTIONAL IMPROVEMENT, *LEARNING PROCESSES, ACADEMIC ACHIEVEMENT, BERKELEY, CALIFORNIA, ELEMENTARY EDUCATION, INDIVIDUAL INSTRUCTION, LEARNING DIFFICULTIES, LEARNING THEORIES, MATHEMATICAL ENRICHMENT, READING IMPROVEMENT, SECONDARY EDUCATION, TEACHING TECHNIQUES, TRANSFER OF TRAINING,

START DATE 04-01-67 END DATE 03-31-70

THREE STUDIES WILL BE MADE TO SEE IF ADDITIONAL EVIDENCE CAN BE OBTAINED TO INDICATE THE CONDITIONS UNDER WHICH KNOWLEDGE OF LEARNING HIERARCHIES CAN BE USED TO DESIGN INSTRUCTION FOR SCHOOL-RELEVANT SUBJECTS. THE AREAS TO BE STUDIED ARE--(1) THE EFFECTS OF SPECIFIC ENRICHMENT VARIATIONS IN LEARNING HIERARCHIES UPON THE FIFTH-GRADER'S ACHIEVEMENT AND TRANSFER OF AN EXERCISE DESIGNED TO TEACH "TRANSLATING LINEAR GRAPHIC RELATIONS INTO SYMBOLIC EQUATIONS," (2) THE APPLICATION OF HIERARCHICAL (TASK) ANAYSIS METHODS TO DIAGNOSING INDIVIDUAL LEARNING

DEFICIENCIES IN MATHEMATICS AND READING AND TO DESIGNING INSTRUCTION FOR THE INDIVIDUAL STUDENT, AND (3) THE IDENTIFICATION OF OPTIMAL CONDITIONS FOR LEARNING INDIVIDUAL COMPONENTS OF A LEARNING HIERARCHY (PRINCIPLES, OR FACTS) BY VARYING THE NUMBER AND CONCEPTUAL RELATEDNESS OF COMPONENTS BEING LEARNED BY EIGHTH- AND NINTH-GRADE STUDENTS. FINDINGS FROM THE EXAMINATIONS SHOULD BE USEFUL FOR CONSTRUCTING AN EFFECTIVE THEORY OF INSTRUCTION. (JH)

EP 010 689 48
A READER OF THE MACEDONIAN LITERARY LANGUAGE.
INVESTIGATOR- MILIVOJEVIC, DRAGAN D.
TULANE UNIV. OF LOUISIANA, NEW ORLEANS
BUREAU NUMBER BR-6-2659 PROP DATE 30 MAR 66
CONTRACT OEC-4-7-062659-1947

DESCRIPTORS- *LANGUAGE GUIDES, *LITERATURE, *MODERN LANGUAGES, *READING MATERIALS, *SLAVIC LANGUAGES, DIALECTS, GRAMMAR, LANGUAGE AIDS, LANGUAGE INSTRUCTION, LOUISIANA, NEW ORLEANS,

START DATE 01-03-67 END DATE 01-02-68

"A READER OF THE MACEDONIAN LITERARY LANGUAGE" INTENDED FOR CLASSROOM INSTRUCTION AT THE COLLEGE LEVEL WILL BE COMPILED. THE READER WILL CONTAIN EXAMPLES OF CONTEMPORARY LITERARY STYLE, LANGUAGE OF THE PRESS, SCIENTIFIC LANGUAGE, AND EVERYDAY DIALOGS, AND WILL SUPPLEMENT AN EARLIER STUDY BY M.G. LUNT WHICH CONCENTRATED ALMOST EXCLUSIVELY ON THE GRAMMAR OF THE MACEDONIAN LANGUAGE. TO FACILITATE THE UNDERSTANDING OF THE LANGUAGE, THE MACEDONIAN PASSAGES WILL BE GRAMMATICALLY ANNOTATED. UNDER EACH PASSAGE THERE WILL BE A GRAMMATICAL IDENTIFICATION OF THE FORMS USED, AS TO THE PERSON, NUMBER, AND GENDER. THE SECOND PART OF THE READER WILL CONTAIN THE SYNTACTIC AND PHONEMIC CHARACTERISTICS OF THE PASSAGES USED. AN INTRODUCTION PRECEDING THE SECOND PART WILL DISCUSS (1) THE POSITION OF MACEDONIAN WITHIN THE SLAVIC LANGUAGES AND (2) THE POSITION OF THE MACEDONIAN LITERARY LANGUAGE WITHIN THE OTHER MACEDONIAN DIALECTS. A MACEDONIAN-ENGLISH GLOSSARY WILL CONTAIN ALL THE WORDS USED IN THE TEXT. (PM)

EP 010 690 08
MISSISSIPPI RESEARCH COORDINATING UNIT FOR VOCATIONAL AND TECHNICAL EDUCATION.
INVESTIGATOR- WALL, J.E. SHEPHERD, A.G.
MISSISSIPPI STATE UNIV., STATE COLLEGE
BUREAU NUMBER BR-6-2971 PROP DATE 10 JUN 66
GRANT OEG-2-7-062971-1888

DESCRIPTORS- *EDUCATIONAL RESEARCH, *INFORMATION PROCESSING, *OCCUPATIONAL INFORMATION, *RESEARCH COMMITTEES, *RESEARCH COORDINATING UNITS, *RESEARCH METHODOLOGY, *VOCATIONAL EDUCATION, *VOCATIONAL INTERESTS, COORDINATION, EDUCATIONAL NEEDS, INTERDISCIPLINARY APPROACH, JACKSON, MISSISSIPPI, OCCUPATIONS, RESEARCH PROJECTS, STATE COLLEGE, STATE PROGRAMS, VOCATIONAL SKILLS, WORKSHOPS,

START DATE 04-01-67 END DATE 09-30-68

ACTIVITIES OF A COORDINATING UNIT FOR VOCATIONAL-TECHNICAL EDUCATION RESEARCH SPONSORED BY THE DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION OF THE MISSISSIPPI STATE DEPARTMENT OF EDUCATION AND THE SOCIAL SCIENCE RESEARCH CENTER OF MISSISSIPPI STATE UNIVERSITY, WHERE THE UNIT IS LOCATED, WILL BE CONTINUED. SOME CONTINUING FUNCTIONS OF THE UNIT WILL BE TO (1) IDENTIFY VOCATIONAL-TECHNICAL EDUCATION RESEARCH AND DEVELOPMENT NEEDS WITHIN THE STATE WITH THE ASSISTANCE OF GOVERNMENTAL OFFICIALS AND KEY REPRESENTATIVES FROM BUSINESS AND INDUSTRY, (2) PROVIDE ADVISORY ASSISTANCE UPON REQUEST IN PLANNING, CONDUCTING, AND EVALUATING OCCUPATIONAL RESEARCH PROGRAMS, (3) DEVELOP AND DISSEMINATE OCCUPATIONAL RESEARCH INFORMATION, (4) DEVELOP AND CONDUCT OCCUPATIONAL RESEARCH TRAINING WORKSHOPS, AND (5) ENCOURAGE INTERACTION ON INTERAGENCY AND INTERDISCIPLINARY BASES IN THE DEVELOPMENT OF OCCUPATIONAL RESEARCH. (JH)

EP 010 691 08
KENTUCKY VOCATIONAL EDUCATION RESEARCH COORDINATING UNIT.
INVESTIGATOR- LAMAR, CARL F.
KENTUCKY RESEARCH FOUNDATION, LEXINGTON
BUREAU NUMBER BR-6-3024 PROP DATE 15 JAN 67
GRANT OEG-2-7-063024-3520

DESCRIPTORS- *EDUCATIONAL PLANNING, *EDUCATIONAL RESEARCH, *INFORMATION PROCESSING, *OCCUPATIONAL INFORMATION, *RESEARCH COORDINATING UNITS, *RESEARCH METHODOLOGY, *VOCATIONAL EDUCATION, COORDINATION, EDUCATIONAL RESOURCES, EMPLOYMENT OPPORTUNITIES, FRANKFORT, HUMAN RESOURCES, INFORMATION DISSEMINATION, KENTUCKY, LEADERSHIP, LEXINGTON, LIBRARY SERVICES, MANPOWER DEVELOPMENT, MOTIVATION, RESEARCH COMMITTEES, STATE PROGRAMS, TRAINING,

START DATE 04-01-67 END DATE 06-30-68

A RESEARCH COORDINATING UNIT FOR VOCATIONAL EDUCATION WILL CONTINUE TO BE OPERATED BY THE KENTUCKY STATE BUREAU OF VOCATIONAL EDUCATION IN COOPERATION WITH THE EDUCATIONAL RESEARCH FOUNDATION OF THE UNIVERSITY OF KENTUCKY. THIS PROJECT WAS ESTABLISHED IN 1965 TO PROVIDE LEADERSHIP, MOTIVATION, AND COORDINATION TO MAINTAIN A FAVORABLE STATEWIDE CLIMATE FOR OCCUPATIONAL RESEARCH AND DEVELOPMENT. PURPOSES OF FURTHER DEVELOPMENT OF THE UNIT WILL BE (1) TO STIMULATE INVOLVEMENT AND COOPERATION IN OCCUPATIONAL EDUCATION RESEARCH AND DEVELOPMENT, (2) TO IMPROVE COMPETENCE OF OCCUPATIONAL RESEARCHERS THROUGH PRESERVICE AND INSERVICE TRAINING PROGRAMS, (3) TO MAINTAIN AN UPDATED LIBRARY OF AVAILABLE OCCUPATIONAL RESEARCH IN THE STATE, AND (4) TO PROVIDE INFORMATION TO PEOPLE INTERESTED IN OCCUPATIONAL RESEARCH RELATED TO VOCATIONAL EDUCATION. SIX COMMITTEES WILL WORK WITH THE UNIT IN COORDINATING STATEWIDE OCCUPATIONAL EDUCATION RESEARCH. THESE COMMITTEES WILL RELATE TO (1) EMPLOYMENT OPPORTUNITIES, (2) HUMAN RESOURCES DEVELOPMENT, (3) EDUCATIONAL RESOURCES DEVELOPMENT, (4) MANPOWER DEVELOPMENT, (5) PROFESSIONAL TRAINING PROGRAMS, AND (6) INFORMATION SERVICES. A RELATED PROJECT IS EP 000 685. (JH)

EP 010 692 24
AN EVALUATION OF STUDY FOR UNIVERSITY OF MICHIGAN TEACHER CANDIDATES AT THE UNIVERSITY OF SHEFFIELD, ENGLAND.
INVESTIGATOR- EGGERTSEN, CLAUDE A.
MICHIGAN UNIV., ANN ARBOR
BUREAU NUMBER BR-6-8455 PROP DATE JAN 66

CONTRACT OEC-3-7-068455-2999

DESCRIPTORS- *LEARNING PROCESSES, *STUDY ABROAD, *TEACHER BACKGROUND, *TEACHER EXPERIENCE, *TEACHER IMPROVEMENT, ANN ARBOR, COMPARATIVE ANALYSIS, CULTURAL ENRICHMENT, EDUCATION MAJORS, ENGLAND, MICHIGAN, PERFORMANCE FACTORS, PRESERVICE EDUCATION, SHEFFIELD, STUDENT TEACHING, TEACHER ATTITUDES,

START DATE 03-01-67 END DATE 02-29-68

EVALUATION WILL BE MADE OF AN ONGOING, ONE-SEMESTER, FOREIGN STUDY PROGRAM FOR THE UNDERGRADUATE EDUCATION MAJOR AT THE UNIVERSITY OF MICHIGAN WHO SEEKS A B.A. DEGREE AND TEACHING CERTIFICATE. THE PROGRAM ALLOWS STUDENTS TO SPEND ONE SEMESTER AT THE UNIVERSITY OF SHEFFIELD IN ENGLAND WHERE THEY ENROLL IN TEACHER PREPARATION COURSES AND A SUPERVISED TEACHING EXPERIENCE. IN THIS STUDY, THE INVESTIGATOR WILL TEST TWO ASSUMPTIONS--(1) FOREIGN STUDY MAKES A STUDENT A MORE EFFECTIVE TEACHER BY DEVELOPING A MORE INFORMED ATTITUDE TOWARD THE EDUCATIONAL PROCESS, AND (2) A STUDENT WILL ACQUIRE A MORE THOROUGH UNDERSTANDING OF OTHER CULTURES BY STUDY ABROAD. TEACHERS WHO STUDIED IN SHEFFIELD, ENGLAND, WILL BE COMPARED TO OTHER TEACHERS WHO GRADUATED FROM THE UNIVERSITY OF MICHIGAN BUT DID NOT TAKE PART IN THE SHEFFIELD PROGRAM. SIGNIFICANT DIFFERENCES, IF ANY, WILL BE DETERMINED IN THE ATTITUDES TOWARD TEACHING AND THE PERFORMANCE IN TEACHING OF THE TWO MATCHED TEACHER GROUPS. (JH)

EP 010 693 24

AN EVALUATIVE STUDY OF TEACHER CONSTRUCTED TEST ITEMS FOR B.S.C.S. BIOLOGY.

INVESTIGATOR- TURNER, G.C.
CALIFORNIA STATE COLLEGE AT FULLERTON

BUREAU NUMBER BR-6-8919 PROP DATE 67
CONTRACT OEC-4-7-068919-3041

DESCRIPTORS- *BIOLOGY INSTRUCTION, *CURRICULUM RESEARCH, *LEARNING DIFFICULTIES, *TEST VALIDITY, *TESTING PROGRAMS, BIOLOGICAL SCIENCES CURRICULUM STUDY (BSCS), CALIFORNIA, DATA PROCESSING, DIFFERENTIAL APTITUDE TEST (DAT), FULLERTON, MEASUREMENT, SECONDARY EDUCATION, STUDENT TESTING,

START DATE 03-01-67 END DATE 12-31-67

A 420-PAGE PORTFOLIO OF BIOLOGY TEST QUESTIONS WILL BE VALIDATED, USING DATA PROCESSING TECHNIQUES, TO OBTAIN A CONCISE AND DIAGNOSTIC EVALUATION OF EACH QUESTION. THE QUESTIONS WERE DEVELOPED DURING A 4-YEAR PROGRAM OF BIOLOGICAL SCIENCES CURRICULUM STUDY (BSCS) INSERVICE INSTITUTES. THEY WERE DESIGNED FOR USE WITH THE BSCS "YELLOW VERSION" BIOLOGY TEXT. THE QUESTIONS WILL BE ADMINISTERED TO 270 SENIOR HIGH SCHOOL BIOLOGY STUDENTS WHO WILL RESPOND BY MARKING SPECIAL CARDS, PREPUNCHED FOR THE INDIVIDUAL STUDENT. THE MARKED CARDS WILL BE PROCESSED BY COMPUTER. THE VALIDITY OF EACH QUESTION WILL BE COMPUTED BY BOTH AN INTERNAL AND EXTERNAL CRITERION. THE INTERNAL CRITERION WILL CONSIST OF THE COMPARATIVE SCORE ON INDIVIDUAL TEST QUESTIONS IN RELATION TO THE TOTAL TEST SCORE. THE EXTERNAL CRITERION WILL CONSIST OF THE STUDENT'S SCORE ON THE VERBAL REASONING SECTION OF THE DIFFERENTIAL APTITUDE TEST (DAT). THESE PROCEDURES WILL PROVIDE FOR EACH QUESTION THE LEVEL OF DIFFICULTY AND THE LEVEL OF DISCRIMINATION BY INTERNAL AND EXTERNAL CRITERION. (JH)

EP 010 694 08

VOCATIONAL PROBLEM-SOLVING EXPERIENCE FOR STIMULATING CAREER EXPLORATION AND INTEREST--PHASE II.

INVESTIGATOR- KRUMBOLTZ, JOHN
STANFORD UNIV., CALIF.

BUREAU NUMBER BR-7-0111 PROP DATE 22 JUL 66
GRANT OEG-4-7-070111-2890

DESCRIPTORS- *CAREER CHOICE, *EMPLOYMENT EXPERIENCE, *GUIDANCE SERVICES, *INTEREST RESEARCH, *VOCATIONAL INTERESTS, *WORK EXPERIENCE, CALIFORNIA, EXPERIMENTAL PROGRAMS, GRADE 10, STANFORD, TEST CONSTRUCTION, VOCATIONAL COUNSELING, VOCATIONAL EDUCATION,

START DATE 12-23-66 END DATE 09-23-67

OCCUPATIONAL PROBLEM-SOLVING KITS DEVELOPED TO ENCOURAGE YOUNG PEOPLE TO EXPLORE REALISTICALLY AVAILABLE CAREER OPPORTUNITIES WILL BE TESTED. IN THIS PHASE II OF A PREVIOUS STUDY, THREE ADDITIONAL PROBLEM-SOLVING KITS WILL BE DEVELOPED MAKING A TOTAL OF EIGHT KITS AVAILABLE TO BE TESTED ON A SMALL NUMBER OF 10TH-GRADE, NONCOLLEGE-BOUND MALE STUDENTS. THE PURPOSE OF THE TESTS IS TO STUDY ALTERNATE WAYS OF CONSTRUCTING AND USING PROBLEM-SOLVING MATERIALS, ESPECIALLY WAYS OF TAILORING THEM TO THE PREFERENCES, INTERESTS, AND ABILITIES OF INDIVIDUALS. EACH KIT HAS DIFFERENT LEVELS OF DIFFICULTY, AND THE OCCUPATIONS INCLUDE ACCOUNTING, BANKING, MEDICAL TECHNOLOGIST, SALES WORK, X-RAY TECHNICIAN, ELECTRONICS ASSEMBLY, POLICE WORK, AND APPLIANCE SERVICE. THE AUTHOR HOPES THAT EVIDENCE WILL BE OBTAINED TO DETERMINE--(1) WHETHER IT IS MORE BENEFICIAL TO THE STUDENT TO TRY OCCUPATIONS HE PREFERS THAN IT IS TO GIVE HIM EXPERIENCES IN OCCUPATIONS FOR WHICH HIS INITIAL PREFERENCE IS LOW; (2) WHETHER ASKING THE STUDENT TO MAKE SPECIFIC COMPARISONS BETWEEN OCCUPATIONS IS PREFERABLE TO ASKING MORE GENERAL QUESTIONS, AND (3) IF COUNSELORS SHOULD SCHEDULE APPOINTMENTS TO DISCUSS THE RESULTS OF STUDENT DELIBERATION AND EXPLORATION WITH THE VIEW THAT THE VERY SCHEDULING OF SUCH AN APPOINTMENT HAS MOTIVATING VALUE. RELATED INFORMATION MAY BE FOUND IN EP 000 668. (PH)

EP 010 695 24

ANALYSIS OF INSTRUCTIONAL OUTCOMES OF STUDENTS INVOLVED WITH THREE COURSES IN HIGH SCHOOL CHEMISTRY.

INVESTIGATOR- TROXEL, VERNE A.
IOWA UNIV., IOWA CITY

BUREAU NUMBER BR-7-8125 PROP DATE 10 AUG 66
CONTRACT OEC-3-7-078125-3113

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *CHEMISTRY, *COURSE OBJECTIVES, *SCIENCE COURSES, *STUDENT ATTITUDES, ABILITY GROUPING, COMPARATIVE ANALYSIS, CRITICAL THINKING, HIGH SCHOOL STUDENTS, IOWA, IOWA CITY, TESTING PROGRAMS,

START DATE 03-15-67 END DATE 08-14-68

THREE HIGH SCHOOL CHEMISTRY COURSES WILL BE ANALYZED AND COMPARED IN SELECTED HIGH SCHOOLS BY TESTING STUDENTS AT THE BEGINNING AND THE END OF THE 1967-68 ACADEMIC YEAR. THE COURSES TO BE STUDIED ARE THE CHEMICAL BOND APPROACH, THE

CHEMICAL EDUCATION MATERIAL STUDY, AND HOLT'S MODERN CHEMISTRY. IT WILL BE ASSUMED THAT THE OBJECTIVES OF THESE THREE COURSES COINCIDE FOR PROVIDING THE FOLLOWING STUDENT OUTCOMES--(1) A GREATER UNDERSTANDING OF SCIENCE, (2) CRITICAL THINKING ABILITIES, (3) FACTUAL KNOWLEDGE AS RELATED TO CHEMISTRY, AND (4) A BETTER ATTITUDE TOWARD SCIENCE. THIS STUDY WILL PROVIDE DATA NEEDED TO DETERMINE IF THE CHEMISTRY COURSES ACHIEVE THESE OBJECTIVES, AND TO DISCOVER WHICH COURSES OF STUDY, IF ANY, ARE SUPERIOR IN MEETING A GIVEN OBJECTIVE. STUDENTS FROM AT LEAST FIVE SCHOOLS, EMPLOYING EACH OF THE THREE COURSES, WILL SERVE AS THE STUDY SAMPLE. THE SUBJECTS TAKING EACH COURSE WILL BE DIVIDED INTO HIGH, MEDIUM, AND LOW ABILITY CATEGORIES, GIVING NINE STUDENT GROUPS FOR EACH OBJECTIVE TESTED. (JH)

EP 010 696 08

SYNTHESIS AND APPLICATION OF RESEARCH FINDINGS IN VOCATIONAL-TECHNICAL EDUCATION.
INVESTIGATOR- ALLEN, MARY P.
AMERICAN VOCATIONAL ASSN., WASHINGTON, D.C.
BUREAU NUMBER BR-7-0633 PROP DATE 14 DEC 66
GRANT OEG-2-7-070633-3021

DESCRIPTORS- *DEVELOPMENTAL PROGRAMS, *INFORMATION DISSEMINATION, *PRACTICAL ARTS, *RESEARCH PROJECTS, *VOCATIONAL EDUCATION, DATA ANALYSIS, DATA COLLECTION, DISTRICT OF COLUMBIA, EDUCATIONAL RESEARCH, INFORMATION UTILIZATION, PERIODICALS, PROFESSIONAL ASSOCIATIONS, RESOURCE MATERIALS,

START DATE 06-01-67 END DATE 05-31-69

RESEARCH AND DEVELOPMENT FINDINGS IN THE VOCATIONAL-TECHNICAL AND PRACTICAL ARTS EDUCATIONAL FIELDS WILL BE DISSEMINATED IN THE "AMERICAN VOCATIONAL JOURNAL," A PROFESSIONAL MAGAZINE PUBLISHED BY THE AMERICAN VOCATIONAL ASSOCIATION (AVA). THE AVA WILL EMPLOY A RESEARCH EDITOR WHO WILL REVIEW, SELECT, ANALYZE, AND SYNTHESIZE RELEVANT RESEARCH MATERIALS, GIVING PRIMARY ATTENTION TO THE RESEARCH FINDINGS OF PROJECTS FUNDED BY THE U.S. OFFICE OF EDUCATION. THE RESEARCH EDITOR WILL PREPARE WRITTEN MATERIALS WHICH (1) RECAST AND HIGHLIGHT RESEARCH AND DEVELOPMENT FINDINGS AND (2) POINT OUT IMPLICATIONS FOR VOCATIONAL-TECHNICAL AND PRACTICAL ARTS EDUCATION. THESE MATERIALS WILL BE PRINTED REGULARLY WITH EACH ISSUE (NINE PER YEAR) OF THE "AMERICAN VOCATIONAL JOURNAL," AND DISSEMINATED TO ALL MEMBERS (ABOUT 40,000) OF THE AVA. (JH)

EP 010 697 24

THE EFFECTS OF ASSESSMENT AND PERSONALIZED PROGRAMMING ON SUBSEQUENT INTELLECTUAL DEVELOPMENT OF PREKINDERGARTEN AND KINDERGARTEN CHILDREN.
INVESTIGATOR- COFFMAN, ALICE O.
UNIVERSITY CITY SCHOOL DISTRICT, MO.
BUREAU NUMBER BR-6-1328 PROP DATE FEB 66
CONTRACT OEC-3-7-061328-0322

DESCRIPTORS- *EARLY EXPERIENCE, *INDIVIDUALIZED PROGRAMS, *LEARNING READINESS, *MENTAL DEVELOPMENT, *PRESCHOOL PROGRAMS, *SKILL DEVELOPMENT, BASIC SKILLS, CHILD DEVELOPMENT, GROWTH PATTERNS, KINDERGARTEN, LONGITUDINAL STUDIES, MISSOURI, TRAINING, UNIVERSITY CITY,

START DATE 09-15-66 END DATE 07-14-70

THE PURPOSES OF THE PREKINDERGARTEN AND KINDERGARTEN PROJECTS WILL BE TO EXPERIMENTALLY USE AND TEST A PROGRAM OF INDIVIDUALIZED INSTRUCTION DESIGNED TO INCREASE INTELLECTUAL DEVELOPMENT OF CHILDREN. INSTRUCTION WILL BE BASED ON ASSESSMENTS OF EACH CHILD'S DEVELOPMENTAL SKILLS, USING NEW TESTS AND SPECIALLY SELECTED INSTRUCTIONAL MATERIALS, METHODS, AND TECHNIQUES ADAPTED TO INDIVIDUAL NEEDS. DESIGN OF THE PROGRAM WILL BE BASED ON THE DEVELOPMENT OF FIVE MAJOR MENTAL SKILLS (MOTOR, AUDITORY, VISUAL, COGNITIVE, AND VERBAL) TO APPROACH THREE OPERATIONS (RECEPTION, COGNITION, EXPRESSION) THAT ARE NECESSARY TO THE DEVELOPMENT OF INTELLECTUAL ABILITIES. FOUR CLASSES OF CHILDREN (25 IN EACH) RANDOMLY SELECTED FROM 10 ELEMENTARY SCHOOL DISTRICTS WILL BE USED FOR A 1-YEAR PREKINDERGARTEN EXPERIMENT. IN THE FOLLOWING 2 YEARS, THE PROGRAM WILL BE CONTINUED FOR THESE CHILDREN WHILE THEY ARE ATTENDING ELEMENTARY SCHOOL IN THEIR OWN DISTRICTS. FOR A PREKINDERGARTEN FIELD TEST, THE SAME CLASS ARRANGEMENT WILL BE USED WITH THE SAME PROGRAM MODIFIED AS DETERMINED BY THE PREVIOUS YEAR'S EXPERIENCE. A 1-YEAR KINDERGARTEN FIELD TEST WILL INCLUDE SIX CLASSES (APPROXIMATELY 180 CHILDREN) AS AN ADJUNCT TO WRITING A PROGRAM GUIDE. (AL)

INVESTIGATOR INDEX

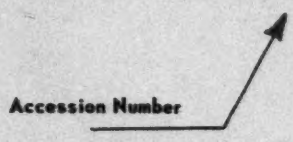
This index lists projects under the name of the investigators responsible for them. The index is arranged in alphabetical order by the person's last name.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the project can be found under that number in the resume section.

JASPEN, NATHAN

OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR PROJECTION DAYLIGHT SCREEN, A STUDY OF THE

BR-6-1234 EP 000 000



ALLEN, MARY P.
SYNTHESIS AND APPLICATION OF RESEARCH FINDINGS IN VOCATIONAL-TECHNICAL EDUCATION.
BR-7-0633 EP 010 696

ARNOLD, JOSEPH P.
SUMMER INSTITUTE FOR THE IMPROVEMENT OF TECHNICAL TEACHER EDUCATION PROGRAMS.,A
BR-7-0528 EP 010 677

AUSTIN, GILBERT R.
RESEARCHING CRUCIAL EDUCATIONAL ISSUES IN NORTHERN NEW ENGLAND.
BR-7-0634 EP 010 678

BAILEY, JANE Y.
SYLLABUS FOR A COURSE IN BURMESE ART AT THE UNDERGRADUATE LEVEL.,A
BR-7-E-024 EP 010 680

BOLTON, CHARLES
PATTERNS AND DETERMINANTS OF STUDENT AFFILIATION AT A PUBLIC URBAN COMMUTER COLLEGE.
BR-6-2573 EP 010 687

BROOKOVER, WILBUR B.
EFFECT OF SPECIAL CLASS PLACEMENT ON THE SELF-CONCEPT OF ABILITY OF THE EDUCABLE MENTALLY RETARDED CHILD--PART TWO.,THE
BR-7-E-052 EP 010 659

BRUCE, MATTHEW
STUDY OF UNDERGRADUATE PROGRAM FOR SCIENCE TEACHERS.,A
BR-7-C-001 EP 010 664

BULLOUGH, VERN L.
HISTORICAL CASE STUDY OF THE EFFECTS OF EDUCATIONAL REFORM ON AN UNDERDEVELOPED AREA--SCOTLAND IN THE EIGHTEENTH CENTURY.,A
BR-6-1289 EP 010 683

COFFMAN, ALICE O.
EFFECTS OF ASSESSMENT AND PERSONALIZED PROGRAMMING ON SUBSEQUENT INTELLECTUAL DEVELOPMENT OF PREKINDERGARTEN AND KINDERGARTEN CHILDREN.,THE
BR-6-1320 EP 010 697

COON, R.W.
MEDICAL LABORATORY ASSISTANT TEACHER EDUCATION INSTITUTE PILOT PROGRAM.
BR-7-0635 EP 010 679

COTTINGHAM, HAROLD F.
RATIONALE FOR ELEMENTARY SCHOOL GUIDANCE.
BR-7-0743 EP 010 680

EGGERTSEN, CLAUDE A.
EVALUATION OF STUDY FOR UNIVERSITY OF MICHIGAN TEACHER CANDIDATES AT THE UNIVERSITY OF SHEFFIELD, ENGLAND.,AN
BR-6-0455 EP 010 692

ELLIOTT, DAVID L.
INLAND VALLEY ELEMENTARY SCHOOL ARCHEOLOGY PROJECT.
BR-7-I-004 EP 010 653

GAGNE, ROBERT M.
LEARNING HIERARCHIES IN ELEMENTARY AND SECONDARY SCHOOL SUBJECTS.
BR-6-2949 EP 010 688

GOFMAN, HELEN
FOUR SCHOOL READINESS SCREENING DEVICES USED IN PEDIATRIC OFFICES--CONCURRENT VALIDITY.
BR-7-I-006 EP 010 652

HEAD, MURDOCK
MATERIALS FOR THE EDUCATION OF HANDICAPPED CHILDREN. PHASE I, DEAF.
BR-7-0394 EP 010 671

HENZL, SISTER JOSEPH M.
ADAPTING THE SPIRAL CURRICULUM AND DISCOVERY LEARNING TO THE TEACHING OF GEOGRAPHY.
BR-7-I-025 EP 010 650

KRUMBOLTZ, JOHN
VOCATIONAL PROBLEM-SOLVING EXPERIENCE FOR STIMULATING CAREER EXPLORATION AND INTEREST--PHASE II.
BR-7-0111 EP 010 694

LANAR, CARL F.
KENTUCKY VOCATIONAL EDUCATION RESEARCH COORDINATING UNIT.
BR-6-3024 EP 010 691

LANIER, VINCENT
RECOVERY OF TITLES AND ABSTRACTS OF RESEARCH IN ART EDUCATION.
BR-7-I-026 EP 010 649

LEWIS, D.G.
FEASIBILITY STUDY OF A CENTRAL COMPUTER FACILITY FOR AN EDUCATIONAL SYSTEM.,A
BR-7-9000 EP 010 665

LIEBERT, ROBERT M.
ACQUISITION OF SELF-REWARD PATTERNS BY CHILDREN.,THE
BR-7-D-002 EP 010 661

MARTIN, DONALD G.
METHOD OF SELF-EVALUATION FOR COUNSELOR EDUCATION.,A
BR-7-D-001 EP 010 662

MASSIALAS, BYRON G.
CONDUCT OF INQUIRY INTO CONTROVERSIAL SOCIAL ISSUES.,THE
BR-6-1678 EP 010 685

MILIVOJEVIC, DRAGAN D.
READER OF THE MACEDONIAN LITERARY LANGUAGE.,A
BR-6-2659 EP 010 689

MORPHONIOS, ALEX G.
COMPUTER-AIDED DRAFTING AND DESIGN - SUMMER INSTITUTE.
BR-7-0435 EP 010 672

HORRISON, JACK
INTERNATIONAL CONFERENCE ON THEATRE EDUCATION AND DEVELOPMENT.
BR-7-0783 EP 010 681

HUELLER, WILLIAM J.
INVESTIGATION OF FAMILY LEARNED BEHAVIOR AS RELATED TO PERSONAL INTERACTIONS OUTSIDE OF THE FAMILY.
BR-7-E-059 EP 010 657

HADDOR, ELIEZER
INVENTORY SYSTEMS LABORATORY.
BR-7-C-015 EP 010 663

ORR, DAVID B.
PILOT EVALUATION OF INSTRUCTIONAL MATERIAL CENTERS.,A
BR-7-0438 EP 010 673

PARAKH, JAL S.
STUDY OF RELATIONSHIPS AMONG TEACHER BEHAVIOR, PUPIL BEHAVIOR AND PUPIL CHARACTERISTICS IN HIGH SCHOOL BIOLOGY CLASSES.,A
BR-7-I-022 EP 010 651

PASEWARK, WILLIAM R.
PRESERVICE EDUCATION OF OFFICE OCCUPATIONS TEACHERS.
BR-7-0450 EP 010 674

PRYLUCK, CALVIN
STRUCTURE AND FUNCTION IN EDUCATIONAL CINEMA.
BR-7-8135 EP 010 668

ROBERTSON, FORBES
SINGLE AND INTEGRATED CONCEPTS FILMS IN COLOR FOR GEOLOGY.
BR-7-E-080 EP 010 654

RYAN, T.A.
SUMMER INSTITUTE TO PREPARE VOCATIONAL EDUCATORS FOR CURRICULUM DEVELOPMENT THROUGH ACTION RESEARCH.
BR-7-0497 EP 010 676

SCHELLENBERG, JAMES A.
INVESTIGATION OF INTERPERSONAL REACTION DEVELOPMENT IN YOUNG CHILDREN.,AN
BR-7-E-075 EP 010 656

SCHILL, WILLIAM J.
CONCURRENT WORK - EDUCATION RESEARCH.
BR-6-2851 EP 010 686

SERON, HERRON S.
ANALYSIS OF THE FACTORS WHICH DETERMINE CHOICE OF COLLEGE AMONG URBAN, SUBURBAN, AND RURAL HIGH SCHOOL STUDENTS.
BR-7-E-049 EP 010 658

SHEPHERD, A.G.
MISSISSIPPI RESEARCH COORDINATING UNIT FOR VOCATIONAL AND TECHNICAL EDUCATION.
BR-6-2971 EP 010 690

SHERMAN, VIVIAN S.
TRIAL AND TESTING OF AN EXPERIMENTAL GUIDANCE CURRICULUM.
BR-7-8091 EP 010 670

SKINNER, RAY
EFFECT OF TELEVISION PRESENTATIONS AND CLASSROOM TEACHER CONDUCT INQUIRY SESSIONS ON THE ACHIEVEMENT AND INTEREST IN SCIENCE OF FIFTH GRADERS.,THE
BR-7-E-079 EP 010 655

SMITH, CLODUS R.
VOCATIONAL-TECHNICAL EDUCATION LEADERSHIP DEVELOPMENT.
BR-7-0451 EP 010 675

SPRAGUE, NORMAN
EXPLORATION OF SIMULATION AS A RETIREMENT EDUCATION TECHNIQUE.
BR-7-8249 EP 010 666

TROXEL, VERNE A.
ANALYSIS OF INSTRUCTIONAL OUTCOMES OF STUDENTS INVOLVED WITH THREE COURSES IN HIGH SCHOOL CHEMISTRY.
BR-7-8125 EP 010 695

TURNER, G.C.
EVALUATIVE STUDY OF TEACHER CONSTRUCTED TEST ITEMS FOR B.S.C.S. BIOLOGY.,AN
BR-6-8919 EP 010 693

TUTTLE, FRANCIS
SUMMER INSTITUTE TO TRAIN DATA PROCESSING TEACHERS FOR THE NEW OKLAHOMA STATE-WIDE COMPUTER SCIENCE SYSTEM, PHASE II.
BR-7-0822 EP 010 682

WALL, J.E.
MISSISSIPPI RESEARCH COORDINATING UNIT FOR VOCATIONAL AND TECHNICAL EDUCATION.
BR-6-2971 EP 010 690

WILLIAMSEN, VERN G.
PILOT STUDY IN TEACHING SPANISH--AN INTENSIVE APPROACH.,A
BR-7-8186 EP 010 667

WINGARD, HAROLD B.
STUDY OF AUDIOLINGUAL INSTRUCTION NEEDED BY SIXTH GRADE PUPILS PRIOR TO INTRODUCING READING IN FIRST YEAR SPANISH.,A
BR-6-1362 EP 010 684

WOOD, FRANK H.
RELATIONSHIP OF MEASURES OF ATTAINMENT VALUE AND ACHIEVEMENT EXPECTANCY TO THE READING ACHIEVEMENT OF FIRST-GRADE CHILDREN FROM LOW-INCOME FAMILIES.,THE
BR-7-8111 EP 010 669

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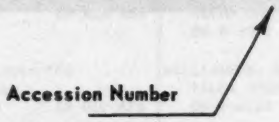
This index lists the titles of projects under the institution responsible for them. The index is arranged in alphabetical sequence by the name of the university, agency, association, etc. As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the project can be found under that number in the resume section.

PENNSYLVANIA STATE UNIV.

OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR PROJECTION DAYLIGHT SCREEN, A STUDY OF THE
BR-6-1234 EP 000 000



AMERICAN EDUCATIONAL THEATRE ASSN., WASH., D.C.
INTERNATIONAL CONFERENCE ON THEATRE EDUCATION AND DEVELOPMENT.
BR-7-0783 EP 010 681

AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES PITTSBURGH, PA.
TRIAL AND TESTING OF AN EXPERIMENTAL GUIDANCE CURRICULUM.
BR-7-8091 EP 010 670

AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES SILVER SPRING, MD.
PILOT EVALUATION OF INSTRUCTIONAL MATERIAL CENTERS.,A
BR-7-0458 EP 010 675

AMERICAN VOCATIONAL ASSN., WASHINGTON, D.C.
SYNTHESIS AND APPLICATION OF RESEARCH FINDINGS IN VOCATIONAL-TECHNICAL EDUCATION.
BR-7-0633 EP 010 696

CALIFORNIA STATE COLLEGE AT FULLERTON
EVALUATIVE STUDY OF TEACHER CONSTRUCTED TEST ITEMS FOR B.S.C.S. BIOLOGY.,AN
BR-6-8919 EP 010 693

CALIFORNIA UNIV., BERKELEY
INLAND VALLEY ELEMENTARY SCHOOL ARCHEOLOGY PROJECT.
BR-7-I-004 EP 010 653

LEARNING HIERARCHIES IN ELEMENTARY AND SECONDARY SCHOOL SUBJECTS.
BR-6-2949 EP 010 688

CALIFORNIA UNIV., SAN FRANCISCO, MEDICAL CENTER
FOUR SCHOOL READINESS SCREENING DEVICES USED IN PEDIATRIC OFFICES--CONCURRENT VALIDITY.
BR-7-I-008 EP 010 652

DENISON UNIV., GRANVILLE, OHIO
SYLLABUS FOR A COURSE IN BURMESE ART AT THE UNDERGRADUATE LEVEL.,A
BR-7-E-024 EP 010 660

FLORIDA ST. UNIV., TALLAHASSEE
RATIONALE FOR ELEMENTARY SCHOOL GUIDANCE.
BR-7-0743 EP 010 680

GENERAL LEARNING CORP., WASHINGTON, D.C.
EDUCATIONAL AFFILATE OF TIME, INC. AND GENERAL ELECTRIC CO.)
FEASIBILITY STUDY OF A CENTRAL COMPUTER FACILITY FOR AN EDUCATIONAL SYSTEM.,A
BR-7-9000 EP 010 665

GEORGE WASH. UNIV., WASH., D.C.
MATERIALS FOR THE EDUCATION OF HANDICAPPED CHILDREN. PHASE I, DEAF.
BR-7-0394 EP 010 671

GEORGIA UNIV., ATHENS
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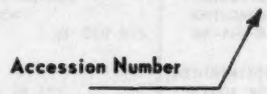

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